

# 4<sup>th</sup> Grade History and Social Studies

(With Utah State Core Standards)

## Book List

- Utah: Know Your State by Megan Hansen Moench
- The Utah Adventure: History of a Centennial State by John McCormick

# Unit 1: Geography

**Standards Taught: SS.1, SS.1.1, SS.1.1.a, SS.1.1.b, SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, SS.1.2.d, SS.1.2.e, SS.1.2.f, SS.1.3, SS.1.3.a, SS.1.3.b, SS.1.3.c, SS.1.3.d**

**\*Words in bold are vocabulary words your child should learn**

**Unit Project: Take a field trip to a National Park and take the time to explore, paying special attention to the geographic features, historical sites, human modifications, and other places of interest. Utah 4<sup>th</sup> graders can get a park pass for free throughout the year by visiting this [website](#).**



## **Lesson 1: Where in the World is Utah?**

What is your address? Your address includes your home number, your street name, your city, your state, and your zip code. Sometimes, it may also include a building or apartment number as well. All this information helps others find the exact place your home is located. Without one of those bits of information, it would be difficult for visitors and mail carriers to find your home.

What if we want to locate something larger than a home? How do we tell the address for a state, for example? How would we explain where Utah is?

Well, we know what planet Utah is on. Earth. Earth is broken up into sections called hemispheres. These hemispheres create two imaginary lines through the earth. One line, called the prime meridian, runs from the North Pole to the South Pole. The area west of this line is called the western hemisphere. The area east of it is called the eastern hemisphere.

The second line, called the equator, is like a belt that runs around the middle of the earth and cuts it in half from east to west. The hemisphere on top is called the northern hemisphere while the one on the bottom is the southern hemisphere.

**Do page 77 of *Utah: Know Your State Activity Book* and underline which hemispheres Utah is in on the page**

Narrowing down which hemisphere our state is in helps us get closer to identifying its address. However, we don't have all the information yet.

To help us, a grid system was set up which covers the areas that are not exactly on the equator or prime meridian. This creates imaginary lines and squares throughout the earth, allowing for a way to identify exactly where a location is. These lines are measured in degrees. The ones that run side to side are called latitude. Those that run up and down are called longitude.

**Do page 234 of *Utah: Know Your State Activity Book***

Longitude and latitude help us to identify the exact address of Utah, as well as cities inside of it. Another way to help us find Utah on a map is to understand what continent it is on. Look at a map of the world. Find Utah and identify the continent it is located on.

**Record the hemispheres and continent Utah is a part of on the bottom of page 76 of *Utah: Know Your State Activity Book*. Add your neighborhood (or street), city, and state, as well. Keep this page for the next lesson**

## **Lesson 2: Where in the World is Utah? II**

Find Utah on your world map again. Note the continent. Utah is located in North America, which is made up of three large countries – Canada, the United States, and Mexico. Which country is Utah in?

**Label the country on page 76 of *Utah: Know Your State Activity Book*.**

Next, view this [image](#) of the **regions** the United States are broken into. These regions tell us which section of the U.S. a state is in.

Record which region Utah is in on your paper.

Several states are in each region. Your state is Utah. Utah is broken into smaller areas, known as counties. Look at the map [here](#) to see Utah's counties. Find your city on the map and record the county you live in on your paper. Each county include cities, which include neighborhoods, streets, and houses.

Your address contains much more than your house number, street name, city, and state. It begins with a whole planet, breaks into hemispheres, then can be found using latitude or longitude. It can also be found by finding the correct continent, country, state, county, and city.

### **Lesson 3: Utah Landforms I**

Now that we know how to find where Utah is on a map, let's look at what features make up the state. Utah is a large area that includes mountains, plateaus, basins, forests, wetlands, deserts, and steppe environments.

Utah is part of the Rocky Mountain region, an area where a mountain range (known as the Rocky Mountains) runs through. Parts of Utah also include the Great Basin Region and the Colorado Plateau Region.

Mountains are **landforms** that are elevated higher than the land around them and come to a peak at the top. A line of mountains is called a range. Due to their height, mountains often get larger amounts of snow than the areas below them. Some mountains have a vent through the middle of them, which allows lava to escape in a process known as an eruption. This is known as a

volcano. Utah is home to several volcanos, though not of them are currently active.

Areas between mountain ranges and at lower elevations, are known as valleys. Most people in Utah live in a valley, with mountains rising up around them. Valleys are where the water from melted snow gathers, giving people the things they need to survive.

Even lower than a valley, a basin is an area where the land is shaped like a bowl. Utah is a part of the Great Basin, which covers area in several states.

Basins and valleys may also be surrounded by another elevated landform: a plateau. Plateaus look like mountains with their peaks (the top, pointy part) cut off. Their tops are high and flat and are usually surrounded by cliffs or mountains.

**Complete page 86 of *Utah: Know Your State Activity Book*.**

Utah is also home to a landform that is not always visible from the surface. Fault lines are breaks in the Earth's surface. Earth's crust (the part we walk on every day) is broken into pieces by these lines, which move around constantly. Sometimes, two fault lines crash into each other and push the land upwards, creating mountains and plateaus.

**Look on the map on page 212 of *Utah: Know Your State Activity Book*. Note the fault lines and the mountain ranges that follow them.**

In order to understand the geography, or location and elevation, of different areas in

Utah, we use geographic maps. These maps show mountains, valleys, and other landforms.

Visit this [website](#) to see a geographic map of Utah. Try to identify a mountain or valley near your home using the satellite version.

#### **Lesson 4: Utah Landforms II**

Mountains, valleys, basins, and plateaus are not the only landforms in Utah. Many landforms help contain or move water. Rivers and streams, for example, flow downhill, taking melted snow from the mountains to the valleys where people use it to drink, grow food, and clean.

A long time ago, Utah was home to one of the largest forms of water storage: glaciers. Glaciers are giant pieces of ice that often move, or slide across, the land. They are formed when massive amounts of snow falls and is compacted, or pushed, together.

As Utah warmed up, the glaciers began to melt. The water ran downhill and grew into a large lake known as Lake Bonneville. Lake Bonneville was very deep and covered most of the state.

However, the water kept flowing and spilled over into Idaho, joining rivers that connected it to the ocean. Much of the water drained through those rivers into the ocean. However, pockets of water remained.

Today, Lake Bonneville is gone. The water that stayed in Utah gathered in the Great Salt Lake, Utah Lake, and Sevier Lake. However, we can still see evidence of this

great lake if we look at the benches of the mountains. These benches were where the top of the lake rested, washing away parts of the mountain.

**Look at the map on page 125 of *Utah: Know Your State Activity Book* and identify Lake Bonneville, the Great Salt Lake, Utah Lake, and Sevier Lake.**

#### **Lesson 5: Utah Landforms III**

In addition to landforms, Utah contains different types of environments. The three different environments in Utah are: wetlands, deserts, and forests.

Wetlands are found near bodies of water such as lakes, streams, and rivers. The soil there collects water, so the ground is always wet. This [image](#) is an example of wetlands around Salt Lake.

Deserts are dry and don't get very much rain or snow. Most desert areas in Utah are found in the southern part of the state. These areas experience warm weather, especially during the summer. This [image](#) is an example of a desert near Moab.

Forests are cool areas where many trees grow. In Utah, forests are found on mountains and consist of several different types of trees. This [image](#) is from the Ashley National Forest near Vernal.

**Read the information found on page 206 of *Utah: Know Your State Activity Book*. Then, complete the activity on page 207.**

## **Lesson 6: Utah's National Parks and Famous Natural Landmarks**

The area that Utah covers contains several different types of environments and landmarks. Many of these areas are famous for their beauty, uniqueness, and recreational potential.

Several areas in Utah are owned and protected by the government. Utah state parks, or land owned by the state, give many people the chance to camp, hike, fish, hunt, boat, kayak, ski, mountain climb, mountain bike, observe the stars, and learn more about their environment.

**Visit this [website](#) and choose a state park you would like to visit. Discuss a trip with an adult.**

National parks are owned by the federal government. There are five national parks in Utah, including Zion, Bryce Canyon, Canyonlands, Capitol Reef, and Arches. Fourth graders can get a free pass to all of these parks [here](#).

**Ask and adult to help you print the pass and plan a trip to a National Park.**

Utah is famous for several beautiful landmarks. Some of these, like the [Great Salt Lake](#) (with Antelope Island) and the [Rocky Mountain Range](#), we've already discussed. Others include the Colorado Plateau area, which includes the [Grand Staircase](#), the [wave](#), the [Delicate Arch](#), and the [Grand Canyon](#). [Timpanogos Cave](#), the [Hoodoos](#) in Bryce Canyon, [Natural Bridges](#), [Dead Horse Point](#), and [Goblin Park](#) are also frequented by tourists and Utah residents.

**View the images at the links listed above. Then, research a natural landmark near your home and visit it with an adult. This may be a river, mountain, waterfall, cave, canyon, or lake.**

## **Lesson 7: What Creates Utah Landforms?**

Utah's landforms, famous or not, have been created over thousands of years through different processes. Fault lines push land upwards, creating mountain ranges and plateaus. Glaciers move and melt, cutting canyons and valleys into the land and creating benches.

The movement of fault lines is known as **seismic activity**. Earthquakes are a form of seismic activity that we can sometimes feel. Earthquakes and landslides can also create new landforms. Fault lines that push on each other can cause the earth to move. This can result in mountains, valleys, and water sources being built, moved, or torn down. Earthquakes can also lead to the creation of cracks in the earth's surface. Often, earthquakes accompany volcanic eruptions, which can bring magma to the surface. As the magma moves, it can alter the surface of the earth, removing trees, covering rivers, or adding material and increasing the elevation. Earthquakes can also cause landslides, which move material from higher elevations downwards. Landslides often cause the materials which they travel over to move as well.

Another process is responsible for many of Utah's most famous landmarks, however. **Erosion** is caused by water, wind, or other materials rubbing against something for a long period of time. The Delicate

Arch, for example, was created through weathering and erosion as wind blew on the sandstone. The Arch was once a solid piece of stone. The wind (and the small pieces of materials in it) rubbed against the sandstone over time, carving the arch shape into it.

Likewise, the Wave was formed as water washed through the area, rubbing against the sandstone and exposing different layers. Then, wind rubbed against and carried away the loose materials.

**Review the images from the previous lesson and identify at least one landmark that was also created by erosion.**

### **Lesson 8: Utah's Natural Resources**

Utah's **natural resources**, working together with its geological history, have provided several things that humans use in daily life. The most needed natural resource, water, is abundant in the state because of the ancient glaciers, the formation of lakes and reservoirs, and the water cycle that fills them up.

Other natural resources in Utah include rich soil, which is a result of movement of natural minerals. Utah is rich in metals, coal, and clay, as well. Utah's forest provide lumber while natural gas is taken from below the ground.

Humans naturally gather around these resources. Without them, we wouldn't be able to survive or complete our daily activities. Often, cities with higher populations (the number of people in the city) are close to natural resources.

**Review the information found on pages 188-189 of *Utah: Know Your State Activity Book*. Then, complete the questions on page 190.**

### **Lesson 9: Life in Utah**

Utah's natural resources have given humans the ability to survive in any of its environments. Natural resources can also be used to create products that others need in their own lives. Many companies in Utah create businesses which gather natural resources, create a finished product, or sell that product to others who need it. These industries included mining (metals, salt, clay, coal, uranium, sand and gravel) oil natural gas industries, the lumber industry, the agriculture industry (farming plants and animals), and **tourism** (other's coming to the state to visit and spend money, national parks, state parks, temple square). These industries, and others, create jobs for Utah citizens, which allow them to earn money and support their families.

However, Utah also has some natural features that create safety issues for its citizens. Earthquakes and landslides are more common in Utah than some other areas because it lies on a fault line. Steps are taken to train citizens in the correct reaction and procedure should and earthquake happen. Buildings are reinforced to help them stay strong. Fault lines are studied, in the hopes of creating a system that will warn people if an earthquake is about to occur.

Lower elevations, especially valleys, in Utah are subject to flooding. Water from rain or snowmelt can overflow rivers and lakes and pour into homes. To reduce this risk, water is channeled into areas where it can be

stored safely, houses are built on higher ground, and dams are built to control how much water is let down at a time.

Another safety concern in Utah is wild fires. With much of Utah covered in plants, these areas can sometimes dry out if they don't get enough rain. This leaves forests and other environments vulnerable to fires. Often, dead material is removed to help cut down the risk. Fire restrictions are put into place when areas are very dry, asking citizens not to light fires in dangerous conditions. Citizens are educated on proper campfire and firework rules, which help contain fires. Firefighters are brought in from around the country to help fight against fires that do start.

Inversion is another dangerous part of living in Utah, especially in the valleys. Inversion is when warm and cold air are positioned so that they trap the pollution from fires, cars, and industrial waste in the valley. This leaves Utah citizens without clean air to breathe. Inversion is worst in the winter, but can happen any time. To help prevent inversion, many people try to cut down on their use of cars and fireplaces during the times when it is most likely to occur. Wind, rain, and snow can help clean out the air by pushing the pollutants away. Most of Utah's snow comes through the normal water cycle, though lake-effect snow (snow created from the Great Salt Lake water) helps, too.

**Discuss one of the above safety issues with an adult. Then, make a plan for how you can help your family be prepared or better protected from it.**

## **Lesson 10: Modifications in Utah**

Utah's natural resources create both opportunities and risks for those who live here. Humans have used these resources in different ways over time. They've also modified, or changed, the environment to help them make life easier.

The biggest need of humans is water. However, Utah gets most of its water through snowfall in the winter. As it warms up, the snow melts and travels down into the valleys, gathering in ponds and lakes. Over time, humans have added pathways to aid in irrigation and watering of crops. Irrigation canals, for example, are pathways dug into the ground to allow water to flow to the areas where it is needed. Pipes, most of them underground, have also been added, allowing for water to travel to sprinklers, showers, sinks, and other needed areas.

Man-made reservoirs have been built to hold water throughout the different seasons. These reservoirs allow water to be collected as the snow melts and then saved until it is needed. They are used when Utah doesn't get enough rain or snow to support the population in any particular year.

Another modification Utah has made to improve life is **transportation**, or the ways we move around. Over time, transportation has evolved from trails that people rode horses across to roads, highways, and freeways that they ride cars and trucks across. Train tracks have been laid throughout the state and airports have been built. Transportation has become safer, faster, and more efficient, which allows Utah to move materials and goods easily.

Many of Utah's recreational, or for fun, activities have also evolved. Though people have hunted, swam, hiked, and skied for hundreds of years, areas where these activities have been modified to increase the ease of use and give access to more people. National and state parks are an example of this. Trails have been carved, roads have been added, and many resorts and motels have been built to accommodate tourists.

**Gather a clipboard, pencil, and blank paper. Take these materials outside of your home and draw three modifications humans have made in your area. Then, explain how each one helps you.**

### **Lesson 11: Utah's Past- Archeology**

Utah has been home to humans for thousands of years. Recently, an [article](#) was printed that showed footprints found in Utah that are likely 12,000 years old. Over time, humans have used Utah's natural resources and modified their environments in different ways. How do we know?

Scientists and **archeologists** have studied documents and **artifacts** found throughout the state. Artifacts are things found that belonged to the people who lived before us, like the footprints in the article above. These artifacts are often found in certain areas and **excavated**, or carefully removed from their spot, allowing them to be studied. Archeologists work to learn about the religion, culture, and daily life of these first Utah peoples. Many artifacts can be found in museums across the state. Others are still waiting to be found.

**Look at the pictures in the article and discuss with an adult what we can learn from these artifacts**

### **Lesson 12: Utah's Future**

The people living in Utah today are not much different from those who lived here thousands of years ago. They need the same things, have families, work hard, and want to have fun sometimes. However, Utah's natural resources have gone through many changes.

As minerals, gases, and timber are taken and used, these natural resources are depleted. Less and less is left for us to use. Utah citizens need to plan ahead for ways to ensure the needs of those who come after us will still be met.

Timber, or wood, is one of the easiest resources to protect. Wildfire prevention and the planting of new trees can help this sustainable (or refill-able) resource to continue to be available.

However, water is one of Utah's most precious natural resource and it is in danger of being used up faster than it can be refilled. Even with the creation of reservoirs, Utah has depleted its stores of water over time due to overpopulation and drought. Even the Great Salt Lake is drying up. Without water, no one will be able to survive in Utah.

**View the [map](#) of Utah's reservoirs and their current water levels. Then, discuss with an adult a plan to protect this natural resource.**

# **Unit 2: Utah's Native Americans**

**Standards Taught: SS.2, SS.2.1, SS.2.1.a, SS.2.1.c, SS.2.1.e, SS.2.2., SS.2.2.a, SS.3.2.a**

**Unit Project: Visit a historical Native American site in Utah and learn a skill or participate in a cultural event to learn more about one particular tribe.**

### Lesson 13: Paleo-Indians<sup>1, 2, 3</sup>

As the Ice Age ended, places that were once frozen and difficult to survive in became warmer, allowing for plants to grow and animals to survive. This meant that humans could more easily live in areas they couldn't before. During this time, many humans were hunter-gatherers. They searched for food grown on wild plants and hunted the animals around them for meat. This meant that, as the weather changed, many of them migrated, or moved. Some came to North America.

Recently, scientists discovered that many of the first people to live on North America actually came from, or were descendants of, Asia. During the Ice Age, a bridge existed between present-day Russia and Alaska. It is believed that some ancient people, or Paleo-Indians, traveled to North America over this Bering Land Bridge.

After crossing the bridge, many different people moved southwards, living where they could find food and water throughout North and South America.

While no one knows exactly when the first humans arrived in the area now known as Utah, archeologists believe it was at least 12,000 years ago. During that time, the large Lake Bountiful and its remnants made much of the area into wetlands. With this wet, marshy land, plants flourished and animals, even as large as mammoths, grew.

In Utah, prehistoric (before white explorers came) are known about mostly through artifacts and the guesses of archeologists. It is believed that Paleo-Indians in Utah were nomadic, or continued to move place to

place. In the summer, they would live near large bodies of water, living off the natural resources. In the winter, they would travel with the animals to warmer, drier areas, like the deserts in west and south Utah. As they moved, they gathered and hunted what they needed to survive and often lived in temporary structures. Some of these structures were simple caves, such as Danger Cave, located near Wendover, UT.

In Danger Cave by archeologist Jesse D. Jennings found some of the oldest evidence of prehistoric native life in the Great Basin area. String, leather scraps, fabric, pieces of baskets, and bone and wooden tools were found. Scientists dated some of the artifacts as being over 11,000 years old. According to Jennings, Danger Cave was likely a home for a series of small family groups (about 30 people each), who lived on the plants and animals nearby and relied upon the cave for shelter. Evidence suggests, said Jennings, that this people had little time for relaxing or games and focused on surviving. Danger Cave was used for thousands of years by various natives who lived in the area.

**Use the QR Code found [here](#) to launch the FactorEarth Explore app on a phone. Then, search for Danger Cave and use the app to explore the cave and view some of the artifacts found.**

Further north and nearer to the Great Salt Lake is Hogup Cave. This two-chambered limestone cave was explored by archeologists after Danger Cave. Evidence there suggests it was used by several different cultures over 8,000 years. It was used first to harvest and store food. Later, a Fremont tribe used it as a camp, leaving behind artifacts such as moccasins. The

Shoshone also used the cave (though much later) and left behind items.

**Watch this [video](#) to see present-day Hogup Cave.**

Paleo-Indians made sharp spear-points from stone and animal horns, which were tied to long branches and used in hunting. Tools, such as grinding stones, baskets, ropes, and clothing have been found at archeological sites. These tools allowed for easier survival and a more comfortable life.

**Complete the Venn diagram on page 100 of *Utah: Know Your State*, listing similarities and differences between how you live now and how Paleo-Indians lived then**

#### **Lesson 14: Archaic Indians<sup>2,3</sup>**

Paleo-Indians lived in Utah for thousands of years, moving around the area during different seasons. However, as Lake Bountiful and the wetlands surrounding it dried, the people living in Utah had to change and adapt to their new world. With less water and more hunters, large animals eventually went extinct and some plants were no longer able to survive. This meant that the people relying on these natural resources had to adapt.

The people who lived during this time are known as Archaic (ancient) Indians. As Utah dried, many Archaic Utah Indians found themselves living in a desert climate. Often referred to as Desert Gatherers, much of their time was consumed with gathering plants to sustain life. With the large mammals now extinct, hunting took more

energy and time than gathering, so they ate less meat.

As Archaic Indians adapted and learned about their new climate, they taught the next generation how to survive. This group, who lived in the Utah area for over 6,000 years, understood the growing seasons and locations of food that would sustain life and timed their movements accordingly. In the spring, they lived near wetlands and lakes. As the weather warmed, they moved further up the mountains and gathered food stores for winter. They built wicki-ups, or small shelters, from tree limbs to protect them from the weather.

Archaic Indians used plants to weave baskets, even lining them with pine gum to carry water. They also created shoes, ropes, nets, and traps. During this time, the atlatl (a tool that helped to throw spears) was used, eventually followed by the bow and arrow. These tools allowed natives to hunt more efficiently and live further from large sources of water, which were quickly drying up.

**Complete the Venn diagram on page 101 of *Utah: Know Your State*, listing similarities and differences between how you live now and how Paleo-Indians lived then**

#### **Lesson 15: The Anasazi Tribe<sup>2,3</sup>**

Much later, another group of people lived in the Southeastern part of present-day Utah. Known as the Ancestral-Puebloans, these Native Americans lived some of the driest areas of the desert, beginning around 1,000 B.C.

During this time, humans were learning about agriculture, or growing crops. The Anasazi gathered water during storms, which they stored and used to grow food to eat and cotton for clothing. The most popular foods of the Anasazi were corn, beans, and squash. Though they also hunted and gathered what they could, growing crops allowed the Anasazi to produce more food than they needed and save it for the winter.

Having the food and water they needed meant that the Anasazi could live in one place for longer periods of time. Eventually, they began to make homes, called cave dwellings, which lasted for a long time. These cave dwellings were built in holes and caves, providing protection from the weather. Cave dwellings eventually became larger communities, with many homes being created in one spot.

**See the video [here](#) for images of Mesa Verde, which still stands today**

The Anasazi also learned to create beautiful baskets, pithouses (or storage rooms dug into the ground), and clay pottery.

When the weather changed, the Anasazi saw too much rain come to their homes. They were forced to move to higher ground and, at times, split into smaller groups.

Over time, they some groups gathered together again, but many of their old homes were left for good. No one knows the reason the Anasazi abandoned their cliff dwellings and did not return. However, archeologists think that resources may have been difficult to find, other tribes may have

threatened them, or religious reasons may have caused the move.

### **Lesson 16: The Anasazi Tribe<sup>1,3</sup>**

The Anasazi culture revolved around their religion. Predominantly, Anasazi believed in a Great Spirit, who oversaw all beings on earth. The earth, connected to the Great Spirit, provided them with the things that they needed as long as they paid proper respect and reverence. Each individual, including plants and animals, had their own spirits, and were provided by the Great Spirit for their use.

Different Anasazi groups spoke different languages. Though thought of as a large group, the Anasazi actually consisted of several smaller groups which sometimes gathered together for meetings, trade, or protection. Government meetings were held occasionally, with elders or important men of each clan meeting together to make important decisions as representatives of their individual clans. Kivas, or central rooms in dwellings, may have been used for these meetings.

The Anasazi are best known for their cliff dwellings, beautifully painted pottery, and rock paintings.

**Visit this [website](#) to learn more about Anasazi art**

### **Lesson 17: The Fremont Tribe<sup>3</sup>**

During the same time period the Anasazi were living in the Four Corners area, a group now known as the Fremont people were living throughout the remainder of present-day Utah. Archeologist don't know

whether the Fremont people came from other tribes in the Great Basin area or traveled from Arizona and parts of Mexico. However, the oldest sites containing Fremont items have been found in northern Utah.

Though they share a name, the Fremont people were a diverse group of people, broken into smaller groups and families. Each lived in a unique area and adapted to the resources they had, making the life of a Fremont who lived in the north very different from one in the south.

Northern Fremont were nomadic, or moved around and built temporary homes, though some adobe and wood-and-dirt homes were built. Villages were small, with around 20 family homes built together at times, and used only in certain seasons. Other dwellings and storage areas were simple caves, such as Hogup Cave. Moving often meant little time or need for the beautiful home décor (e.g. pottery) or jewelry that the Anasazi are famous for.

In the south, the Fremont lived just across the Colorado River from the Anasazi, and likely, the two tribes interacted with each other. They shared culture, technologies, and resources. The Fremont peoples close to the Anasazi area farmed some of the same crops, though the groups further north were almost completely dependent upon the land for survival. Those living closer to the Anasazi also built pithouses, stored food over the winter, and practiced irrigation techniques likely learned from their neighbors.

Like the Anasazi, the Fremont people began to relocate and disappear from their homes

around A.D. 1300. The reasons are debated and still not fully understood. However, the absence of the Anasazi and Fremont people in the rich land of modern-day Utah left a void that was quickly filled by others.

**Complete page 106 of *Know Your State***

### **Lesson 18: The Fremont Tribe<sup>3</sup>**

While the Fremont nomads in the northern part of Utah had little time for pottery or other such luxuries, those in the south created pots, buttons, pendants, figurines, and rock art.

Clothing was often created from the skins of the animals they hunted. The ability to sew leather was unique to the Fremont in the area, as the Anasazi weren't able to do it. Artifacts, such as deer and sheep-skin moccasins set them apart from their neighbors and those who came after them.

Weapons were crafted from obsidian and turquoise and seashells (likely traded with others) were used in jewelry. These resources were not available in all of the areas in which they have been found, suggesting that trade occurred between Fremont groups as well as other tribes, even across vast distances.

In the north, homes were temporary and often scattered. Further south, the Fremont people created small villages near water sources, especially at the mouths of canyons. This gave them access to water, fertile soil, and protection from the elements. These villages consisted of a few homes, built in a planned layout. Some of this planning included buildings that lined up with the

sunrise on important dates, such as the summer and winter solstices.

Though they lived in Utah for more than 900 years, little is known about the religion of the Fremont. Likely, they shared some of the same beliefs as their Anasazi neighbors, as they relied upon the earth and weather for their needs. Throughout the state, images of their life remain in petroglyphs (pictures carved into rock) and pictographs (images painted onto rock). These images give archeologists clues about daily life, hunting practices, family groups, and other aspects of life for these ancient peoples.

**Complete page 103 of *Know Your State*. Then complete the project on page 105. If possible, take a field trip with your family to a petroglyph site, like the one mentioned on page 104.**

### **Lesson 19: The Shoshone Tribe<sup>3</sup>**

Though we don't know why the Anasazi and Fremont peoples left the area, the natural resources Utah offers were eventually found by new tribes. Each of these groups had their own culture, language, and way of life. Most likely, each group migrated from other areas in the U.S., but some archeologists believe that Anasazi and Fremont tribes joined these new groups, too. Throughout Utah, five tribes became prevalent: the Shoshone, Goshute, Ute, Paiute, and Navajo. These are known as Utah's historic Indian tribes, as these are the tribes that populated the area when explorers entered Utah. This is when written records of Native Americans in Utah begin.

Though each tribe claimed an area of tribal land and sometimes enforced this boundary

violently, most Native Americans believed that the land could not be owned. Rather, it needed to be respected for providing the things necessary for life. Hunting and gathering was a main method of survival, though some tribes grew food as well. Most tribes traveled within their own boundaries with the seasons, moving to areas with more resources as the weather changed.

**See the map on page 41 of *The Utah Adventure* and find the Shoshone tribal areas. Discuss with an adult some of the challenges of living in this area, such as cold weather and snowy winters.**

The Shoshone tribe lived in the northern region of Utah, where mountains and valleys gave them all they needed. They usually lived in groups of families which traveled, hunted, and worked together. During certain times of the year, these smaller groups would meet together to trade and celebrate together. At other times, they gathered for defense. Each group was led by a Chief, usually an important male.

Due to their nomadic lifestyle, homes were temporary shelters which could be easily taken down and put back up, such as tepees. Caves were also used as shelters. At other times, leaves were placed over poles to build a greenhouse, which was cooler and could simply be left behind for a move.

The Shoshone believed in gratitude to Mother Earth. She was the being that provided game, plants, water, and shelter. Nothing was wasted and all was received with thankfulness. Meat that was not immediately eaten was dried for the winter. Seeds, grains, and plants such as cattails, wild onions, wild roses, and cacti were

stored. Clothing and tools were made from the bones and skin of the animals hunted.

**Read more about the Shoshone people on page 148 of *Know Your State* and Answer the Questions on page 149**

### **Lesson 20: The Shoshone Tribe<sup>3</sup>**

Briefly review what you learned about the Shoshone tribes in the previous lesson by teaching someone in your family an interesting fact

Marriages in the Shoshone tribes were, for the most part, arranged by the parents of the bride. A man from the tribe would ask permission of the woman's parents, at times even sending gifts. If the parents felt the man could provide for their daughter, they agreed to the marriage. Marriage ceremonies were performed by the spiritual leader of the tribe, who often counseled couples to be true to each other and protect their marriage.

Children were expected to work hard, carrying loads as they traveled and helping to gather food. Between chores, children made toys from materials around them and played games to practice tracking. They listened to stories and learned skills from their elders, especially grandparents. In this way, traditions and histories were passed from generation to generation.

Women worked mainly in the home and in the fields. Most of the cooking, weaving, sewing, planting, and harvesting fell to them. They also gathered fruits, vegetables, and grains. Men were expected to hunt and protect the family. They likely traveled

further distances and engaged in trade while the women stayed closer to home.

Religion revolved around a belief in spirits and a father-like god. Worship included several different dances, including one worshipping the sun. Medicine men used religious beliefs to heal those who were sick.

**Find page 107 in *Know Your State*. Visit the Shoshone Tribe website and research some facts about the Shoshone. Take notes on the line provided**

### **Lesson 21: The Goshute Tribe<sup>3</sup>**

The Goshute peoples also lived in the desert, just south of the Shoshone and on what is now the western border of Utah. This area contains the Bonneville Salt Flats and is a part of the Great Basin, where few plants grow and the climate is dry.

The Goshutes were hunter-gatherers, known for their ability to find food in the harsh climate. Since little food grew in the valleys, most of their food came from the mountains around them, where more plants and animals were able to survive. One of the biggest crops gathered was pine nuts. Goshutes were also known as Root Diggers because they dug edible roots and small animals from the ground. At times, they also rounded up large numbers of insects, such as crickets, by digging a large hole, scaring the insects into it, and roasting them for eating.

The Goshute people lived in wicki-ups during the summer and cave shelters during the winter. Summer homes were mobile, allowing families to harvest in different areas and move on. Winter shelters were

near areas of harvest, where the food could be safely stored and used throughout the season.

Goshutes were skilled basket weavers and wore clothing sewn from the animals they hunted, including rabbit skin robes.

**Read more about the Goshute people on page 152 of *Know Your State* and Answer the Questions on page 153**

### **Lesson 22: The Goshute Tribe<sup>3</sup>**

Goshute families took pride in being self-sufficient and working together to meet their needs. Women were expected to gather and prepare food, and make the tools necessary for daily life such as clothing, pottery, and baskets. Men hunted, collected materials, and built shelters. Families gathered together into groups at times, especially during the hunting season, to pool resources. Chiefs were chosen in each group. In the winter, families sometimes camped together near the mouths of canyons. These gatherings were an opportunity to socialize and share stories between families.

**Read the article [here](#), an example of a Goshute story about Coyote, a popular character in Goshute mythology.**

Like other tribes, the Goshute peoples respected the earth and all that it provided. They believed that the land and its fruits were a gift, to be freely used by everyone, and could not be owned. This meant that many families may harvest from the same area at different times.

Though they had little time for celebrations and religious ceremonies, they regularly

practiced the round dance, which was thought to bring an abundance of seeds for food.

**Find page 107 in *Know Your State*. Visit the Goshute Tribe website and research some facts about the Goshutes. Take notes on the line provided**

### **Lesson 23: The Paiute Tribe<sup>3</sup>**

Below the Goshute lands, in the southwestern part of present-day Utah, lived the Paiute peoples. Spread across parts of California, Arizona, and Nevada, the Paiutes were able to move between climates and fulfil their needs.

Some Paiutes grew their own crops, learning how to direct and store water and irrigate corn, beans, squash, and wheat. Hunting and gathering what was around them also provided life-sustaining foods. The Paiute people had an extensive knowledge of edible and medicinal plants and found ways to use nearly every available food source.

Paiutes lived in wickiups and moved during different seasons, much like the Goshutes. Following the harvest, or the timing of crops, and animals they hunted, Paiutes did not believe in owning the land. Instead, they traveled the area in small groups of families and sometimes settled in larger groups near rivers where enough food could be grown, harvested, and stored for the year.

Gatherings of large groups also occurred during the harvest of pine nuts and the spawning season of fish. These gatherings allowed the Paiutes to pool resources and socialize together.

**Read more about the Paiute people on page 154 of *Know Your State* and Answer the Questions on page 155**

### **Lesson 24: The Paiute Tribe<sup>3</sup>**

Like other groups around them, the Paiute people respected and worshipped the spirits of nature which provided for their needs. There was one great spirit, which created the earth and ruled over the others, and each being had its own spirit that was looked after by the creator. This creator was worshipped in the form of the sun and prayers were often said at sunrise for this reason. The Paiutes also shared stories of Coyote and a Wolf, which represented the wicked (Coyote) and the good (Wolf) and reminded them of the balance each spirit needed to have between the two.

Medicine men, or paugants, were believed to have magical healing powers brought through a spirit animal they had interactions with. Fur, feathers, or other parts of these animals were used in healing rituals.

Songs were an important part of religious ceremonies for the Paiute, especially at weddings and funerals. The dead were mourned through a day-long song after death and remembered at the anniversary of their death each year.

Dance, too, was popular in religious ceremonies. Different dances showed gratitude to or asked a spirit for the things they needed. Dances could show grief, joy, or express the wants and needs of the dancers. The Ghost Dance, which began in 1870, was performed in hopes that it would bring about peace with white settlers and

restore the original way of Paiute life, which had been disrupted by those settlers.

Clothing was made from the skins and furs of the animals hunted. Summer clothing was built to help the person wearing it to stay cool and safe from the elements. It was easy to move in. During the winter, clothing covered more of the body and was made from warmer furs, providing warmth in the cold. Ceremonial clothing was often decorated with beadwork, feathers, fringe, and shells.

Paiutes had several weapons used in defense and hunting. In addition to bows and arrows, spears, and knives, they sometimes used blowguns. Made of a hollow reed, the blowgun was loaded with a dart which was then blown out of the other end and shot at the game or enemy target. Sometimes these darts carried poison from plants or venomous animals, ensuring that the target died.

Though they were able to defend themselves and create treaties with other tribes, the Paiute did not domesticate or ride horses. This eventually created a disadvantage against other tribes and settlers that would come.

**Find page 107 in *Know Your State*. Visit the Paiute Tribe website and research some facts about the Paiutes. Take notes on the line provided**

### **Lesson 25: The Ute Tribe<sup>3</sup>**

Covering most of eastern Utah to the borders of all other tribal lands in the state, the Utes were the largest group of historical Indians in the area. The Utes hunted large

animals on horseback and traveled with the seasons, living in the warmer desert during the winter months and in the fertile mountains during the summer.

**See the map on page 41 of *The Utah Adventure* and locate each of the tribes you've learned about so far, including the Utes**

Utes slept in teepees, which were easy to move and could be set up near water sources in villages. These villages had a chief, though he or she did not rule. Rather, wise leaders were chosen to offer council and oversee certain activities.

Villages varied from small groups that moved often to large, established settlements depending on what resources were available in each location. While some bands were friendly and engaged in trade with those around them, others were hostile and took slaves from other tribes. Still others had little to no contact with the world outside of their own group.

Ute men were expected to provide food through hunting and fishing, create weapons, defend the villages, understand geography, and read the stars. Women were responsible for sewing, gathering food, hauling supplies, and caring for the sick. Extra food was stored in baskets or underground pits, providing for the winter. Large hunts in the fall allowed them to gather meat to dry and to socialize with other families.

Clothing was made of animal skins or woven from plants. At times it was decorated with beading in elaborate patterns.

Women wore skirts or dresses while men wore shirts and pants.

The language of the Utes was closely related to other tribes in the area, especially the Paiute. The Numic language has ties in almost every tribe that settled in the Four Corners area. Each of these tribes called themselves “the people” and could communicate with each other.

Archeologists believe this is because the tribes that settled here migrated from a similar location. As they spread apart, the languages evolved and developed, but kept their roots. Likely, many of the tribes of Utah had common ancestors, though they became separate and independent groups.

As explorers arrived, the Utes were often referred to as Yutas. The Ute word for “the people” may have also been similar to the word Yutas. This is where the state of Utah got its name.

**Read more about the Ute people on page 150 of *Know Your State* and Answer the Questions on page 151**

### **Lesson 26: The Ute Tribe<sup>3</sup>**

The Utes religion was similar to the tribes around them. Song and dance were sacred. Gratitude was shown to the spirits of the earth and animals and a creator spirit was worshipped. Stories of these beliefs were passed on from generation to generation, especially during winter story times. Often including characters such as Coyote and Wolf, these tales sought to explain human life and purpose. According to the Ute creation story, a god created humans from sticks and put them in a bag together. Coyote opened the bag and, as the god

traveled throughout the land, the people fell out little by little and were scattered across the land. Finally, when the god noticed that all but one type of people were gone, he charged them to be braver and stronger than others around them, and planted them on the earth. These people were the Utes.

Prayers and offerings were given, especially at certain spiritual sites, asking for favor of the gods in the form of guidance, protection, or materials needed. Powers could be transferred from a god or powerful spirit to a human in certain circumstances. Storms and other phenomena were attributed to the emotions of these gods and evil spirits lurked throughout the world and were meant to be avoided.

When settlers came, the Utes learned to domesticate and ride horses. This gave them an advantage during hunting, allowed them to travel longer distances, and help them in conquering other tribes around them.

**Find page 107 in *Know Your State*. Visit the Ute Tribe website and research some facts about the Utes. Take notes on the line provided**

### **Lesson 27: The Navajo Tribe<sup>3</sup>**

In present-day southern Utah and northern Arizona, lived the Navajo. Here, the land was dry and provided them with few natural resources. However, to the Navajo, it is a sacred place, chosen for them by their creator.

The location of the Navajo plays an important role in their beliefs. The area in which they settled is thought to be the place where humans first emerged from other

worlds into this one. Surrounded by four mountains, believed to contain the spirits of protective forces, the Navajo believed that the land would provide them with all they needed as long as they were in harmony with the gods. The mountains reminded them of their creation, their exile from previous worlds by the creator for quarreling, and their interconnectedness with each of the spirits on the earth.

Homes were built with a log skeleton. During this time, the Navajo sang and blessed the home, connecting it to Mother Earth. The skeleton was then covered in dirt and clay from the earth around them. The doors of these hogans always faced east, tying them to the sacred powers of the sun (thought to be a god) and its rising. Hogans were not built in villages, but rather were distanced from each other. These homes were believed to have spiritual power and many religious ceremonies took place within the family hogan.

With little to hunt, the Navajo quickly learned how to store and direct water for irrigation. Crops were grown where water permitted and trips were often taken to hunt game in higher elevations. After explorers came, animals such as sheep and goats, were raised for meat and wool.

With few resources, the Navajo learned how to create what they needed from what they had. Clothing was made from the wool given by the sheep and dyed into bright colors. Religious clothing was adorned with beading, elaborate patterns, and jewelry.

**Read more about the Navajo people on page 156 of *Know Your State* and Answer the Questions on page 157**

## Lesson 28: The Navajo Tribe<sup>3</sup>

Navajo religion had much in common with other tribes in the area. Humans were created by a supernatural being, made from the mists that existed long before the earth. As the mists came together, they created a man-like being who became lonely and made the first man and woman. Coyote was then created and hatched from an egg. Soon after, other gods were made, each tied to a part of the earth, the seasons, or other natural phenomena.

The legend of the skin walker also comes from Navajo lore. This being was believed to be an evil witch, able to change shape and form at will, and become or possess animals. Witches was believed to come in many forms, always rebelling against or corrupting the good powers the gods carried.

To the Navajo, family was the most important unit. Children were born into their mother's clan (or family) and taught values and history through oral storytelling. Education was practical, with children learning how to survive and work alongside their parents.

Song and prayer was a regular part of Navajo life. Religious rites were performed regularly to ensure that evil spirits were kept at bay and good ones were invited in.

**Find page 107 in *Know Your State*. Visit the Navajo Tribe website and research some facts about the Navajo. Take notes on the line provided**

## Lesson 29: Where are They Now?

Unlike the Anasazi or the Fremont, the historical tribes have a written record of their downfall. However, many of these histories are written by the people who conquered them, giving readers only one side of the story. Each of Utah's five tribes continues to exist today, working to preserve their culture in some ways and adapted to the modern world in others. However, their reach, influence, and safety has been challenged throughout their history.

Wars within and between tribes, harsh environmental conditions, droughts, and natural disasters made life difficult for many Native Americans. As many of the groups lived separate from each other in small groups, they were unable to continue a sustainable life when these disasters hit.

It was not nature that ended the Indian period of Utah's history, however. As explorers and settlers arrived, natives found that there weren't enough resources to support everyone. Food and water began to be stretched between natives and newcomers, who had more modern weapons. The tribes of Utah were eventually forced off their own lands, unable to survive without letting go of their old way of life. Though interactions brought many new technologies and benefits, they also brought disease, oppression, and loss.

After Utah became a state in the union, the federal government established treaties, laws, and actions that would control the native population. Tribes were split apart, murdered, or forced onto reservations. These areas limited where the natives could travel, hunt, or live, severely restricting their

access to needed resources. On the reservation, natives had to answer to the federal government, but could rule their lands under their own laws as sovereign areas. With reduced numbers, limited resources, and no way to effectively defend themselves, many tribes were almost eliminated during this time and the ones

who survived were forced to embrace a new way of life.

**See the map on page 108 of *Know Your State*, find the different tribal areas, and answer the questions on the page**

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# Unit 3: Explorers Come to Utah

**Standards Taught:** SS.1.2, SS.1.2.a, SS.1.2.b, SS.1.2.c, SS.2,  
SS.2.1, SS.2.1.a, SS.2.1.b, SS.2.1.d, SS.2.2SS.2.3.a, SS.3.2.a,  
SS.3.2.b

**Unit Project:** Visit Fort Buenaventura (more information [here](#) and [here](#)) or another similar location/event (examples [here](#) and [here](#)) to learn more about Utah's Mountain Men.

### **Lesson 30: Discovery of America**

In 1492, an Italian man named Christopher Columbus was working in Spain to gather supplies for his ships and a crew that would sail with him across the ocean. He wanted to find a way to travel from Europe to India by water, which would be much faster than the trip was by land. Trade between the two areas was flourishing and a faster trade route could make the people who used it very rich. Eventually, Columbus met with King Ferdinand and Queen Isabella, who agreed to give Columbus three ships to use in his search for a new trade route. At the time, most ships sailed south from Europe, around the African continent, and into India. This route was dangerous and slow. Columbus hypothesized that he could simply sail west, around the world, and arrive in India more quickly. Little did the world know, he would discover a continent that was unmapped by people living in the eastern hemisphere.

**Look at a map of the world and trace the route most traders took from Europe to India (around Africa) with your finger. Then, trace the route Columbus took, across the Atlantic Ocean. Discuss with an adult why Columbus thought this would be faster. (Hint: He didn't know America existed)**

Columbus's first expedition landed in present-day Haiti. Upon discovering the American continents, thinking he was in the Indies, he named the local natives Indians. By this time, there were millions of people living in North and South America, all in different groups and tribes and all with unique cultures.

Columbus made a total of four trips from Europe to the American continents.

Eventually, the area was mapped and it was discovered that it North and South America were, in fact, new, uncharted places.

Though others had visited the Americas before (e.g. Leif Erikson), they did not map or take news of the land back to the Old World in the way Columbus did. During his discovery, a new age began: The Age of Exploration.

**Trace the route from Spain to Haiti with your fingers on the map**

During his trips to the Americas, Columbus had several encounters with Native Americans. At times, he and his crew worked together with them, learning from each other. At other times, natives were treated harshly by the newcomers, enslaved or murdered. These interactions were the beginning of several that would eventually result in loss of land, challenges to culture, and loss of life for Native Americans.

Columbus and his crews claimed land for Spain, taking control of areas once lived on by the natives. In Native American culture, land could not be owned, through each tribe had its own areas it lived on or traveled to. These boundaries were dissolved as others heard of the new land and began to claim the land for their own.

**Write a paragraph about how you think the Native Americans probably felt when the newcomers arrived and began to claim land.**

### **Lesson 31: Settlers and Colonies**

Soon, England and France were sending their own explorers to map and claim the new world. With its abundant natural resources, many felt that the American continents would make their country rich. Goods were harvested, with little consideration to how it would affect Indians and sent back to Europe.

By 1607, people from other countries had mapped, claimed, and settled on land in the Americas. Goods and natural resources were being harvested and sent away.

More and more people came from Europe and settled on the land. However, not all of these settlers came for money. Some were searching for new life away from the kings and queens in Europe. Though they still lived under the rule of their kings and queens in colonies, the distance made it much more difficult to enforce rules and laws. Many people simply wanted to be able to live in their own way without kings telling them what religion to follow.

In 1620, a group who had fled to Holland after the King of England had tried to force them into his religion, decided to return to England, board a broken-down boat, and travel to the Americas. This group believed they were led and supported by God. Upon arriving in North America, they were sick, starving, and weak. Those who could, left the boat in search of food, finding and raiding a storage unit of native food, which they paid back the next harvesting season. When they were able to leave the boat, they found an unsettled land of raw resources, but little civilized life. Eventually, they encountered a village that had been built by

Native Americans and were allowed to settle in it by Squanto. Squanto was the last surviving member of his Patuxet tribe, who built the village. He had been taken to Europe and returned to find his tribe dead, likely of disease. Natives believed the area to be cursed and would not live there anymore. Squanto allowed the Pilgrims to settle there, likely saving the lives of many, as nearly half of the settlers had died within the first year due to starvation, disease, and exposure to the elements.

**Draw a picture or create a collage representing the upcoming holiday which celebrates this unity between Native Americans and Pilgrims. Share what you've learned with your family**

### **Lesson 32: Explorers**

Soon, colonies were established by Spain, France, and England. In North America, most settlers stayed on the east coast, though explorers did enter further west at times.

In South America, the natural boundaries (mountain ranges, etc.) were different and allowed for most expansion and exploration. Native Americans, especially in the southeast, soon found themselves outnumbered by settlers who understood the world very differently than they did.

As groups began to build upon the land, they often took the resources and areas once occupied by natives. At times, these newcomers and the natives worked together peacefully, as was the case with the Pilgrims. At others, the natives suffered attacks, felt threatened and led the attack themselves, were left with few resources to survive on, or were lost to diseases brought

to the New World which they had little immunity to.

Beneficial interactions often aided in cultural exchange, or the sharing of two cultures. Settlers learned how to survive on the new and wild land as natives taught them how to grow and store food, build around water sources, hunt and fish, and respect the bounty of nature. Natives gained technological advances from Europeans who shared their more industrialized way of life. Some tribes learned to ride horses, shoot guns, and trade with settlers helping them to gain advantages over other tribes.

**Create a Venn diagram pie chart. On one side, list the ways settlers lived and what they believed. On the other side, list the ways Native Americans lived and what they believed. In the center, list things they taught each other.**

### **Lesson 33: Spanish Explorers<sup>1</sup>**

While North America was being settled by England and France, Spain focused much of its attention on South America, especially Peru and Mexico. After Columbus's discovery was made known, more and more explorers were sent over in hopes of collecting and using the natural resources there. Many times, these colonists used natives as slave labor, forcing them to mine the land in search of gold for Spain.

**Find Peru and Mexico on a map. Discuss with an adult how this location was different from the east coast of North America, where the Pilgrims settled**

Ferdinand and Isabella, and many after them, also felt a responsibility to teach the

Native Americans. This was especially true when it came to religious beliefs.

Catholicism was the official religion of Spain at the time and missionaries and priests were sent to the Americas to convert natives to the church. With little respect for the fact that the natives had their own beliefs, missionaries sought to help Native Americans by convincing (and at times, forcing) them to adopt this new way of looking at the world.

Over time, Spanish explorers, government officials, and missionaries traveled across Mexico and into the southwestern part of present-day America. During the time England and France were mostly confined by the Appalachian Mountains, Spain was exploring the rest of North America.

Along the way, the Spanish searched for gold, mapped and claimed the land, established rule over the natives, and built missions and presidios. Missions were controlled by church leaders and usually contained a church, crops, and pastures for animals. Homes were built around missions, allowing for Spanish and the natives they were teaching to live in relative comfort. Within the missions, natives were taught about the Catholic religion, Jesus Christ, and the Spanish way of life. They were also expected to help Spanish explorers by teaching them where to find food and water and sharing their knowledge of the land.

Unlike missions, where cooperation between natives and Spanish was the goal, Presidios were buildings of defense. These military posts were under control of the Spanish government and filled with soldiers meant to defend against attacks from natives.

Missions were often built beside presidios,

giving the priests and missionaries protection from hostile tribes. At times, however, the men defending the settlements staged their own attacks on natives. With advanced weapons, such as firearms, settlers could easily overpower most tribes who had more primitive weapons.

As settlements were built across the southwestern part of present-day America, trade was established between them. Different areas provided the Spanish with different plants, animals, and other materials. By trading with each other, and with natives along the way, settlements had a better chance at survival. The Spanish Trail eventually stretched from California, through Nevada, Arizona, Utah, New Mexico, and into Colorado and gave traders the ability to travel in relative safety between the settlements.

**Visit this [website](#) to see a map of the Spanish Trail and learn about important points along the way.**

### **Lesson 34: The Spanish Trail<sup>1</sup>**

In July 1776, a new Spanish expedition began. Fathers Francisco Dominguez and Silvestre Escalante began to explore the Great Basin area in search of a better route between Santa Fe and the California missions. In all, fourteen men traveled together, including mapmakers, soldiers, and Native Americans.

As the group traveled through the southwest, they avoided present-day Arizona for fear of hostile natives. Their journey eventually united them with two Utes, a man they dubbed Silvestre and a boy they called Joaquin. With these leaders, the group made

it through a canyon and emerged near present-day Provo, UT. They met several Native Americans near Utah Lake and, with the help of Silvestre and Joaquin, peacefully lived with and taught them of the Catholic religion for a time.

**See the map on page 61 of *The Utah Adventure*. Trace the route taken by the expedition and the distance from Santa Fe to Monterey.**

Joaquin continued to travel with the group, acting as a guide and helping them survive, even as a blizzard moved in. Though the goal was to reach California, the expedition was cut short and forced to return to Santa Fe when food became difficult to find.

As they moved southwards, the Fathers met several different Indian groups, including the Paiutes. Though they did not complete their mission of mapping a route from Santa Fe to California, the information that this group gathered and recorded was valuable to those who explored the area after them.

**Discuss with an adult: Did the Fathers accomplish their goal of creating a path from Santa Fe to Monterey? Why or why not?**

### **Lesson 35: Impact of Explorers on Utah<sup>1</sup>**

Father Escalante and Father Dominguez may not have accomplished their goal, but they gathered valuable information that helped those who came to Utah after them. Maps of the topography, established trails, food and water locations, and areas of local natives helped future explorers locate the things they needed more easily. Friendly relationships with the natives allowed more

and more explorers to enter the area without fear of an Indian attack.

Many of the earliest explorers from Europe to Utah were Spanish Catholics. Living under Spanish rule, they had a few major goals in the new world: acquire land and riches for their home country, teach and, in their eyes, save the natives from spiritual ruin, and map the new land.

As the Native American tribes in Utah met with explorers for the first time, many were fearful. After attacks from neighboring tribes which lead to death and enslavement, many were wary of strangers. The newcomers, too, looked different from themselves and lived a very different lifestyle. Though some natives reacted violently, seeking to attack newcomers, other groups saw that they could trust some of these Spaniards.

**Read the diary entry on page 60 of *The Utah Adventure* to learn what Father Escalante thought about the Indians he met.**

Like during the Dominguez-Escalante expedition, many explorers created a peaceful relationship with Native American groups. Often, this was done by giving gifts from Spain to the natives. More modern clothing, weapons, and jewelry were introduced by the Spanish. Modern methods were taught.

In return, the Native Americans taught the Spanish how to survive on the land. They shared information about what foods were available, where to gather water, and which trails were useful for different trips. This cultural exchange allowed both groups to

learn from and benefit from each other in many ways.

As time went on, trade flourished between the natives and the explorers, with the Spanish giving goods from modern Europe and the natives giving resources they could collect from their own area, such as furs. A slave trade also began as explorers realized that tribes (such as the Utes and Comanche) were willing to raid and kidnap people from other tribes, selling them as slaves.

**On a blank paper, answer the following questions:**

- 1. How do you think Native Americans felt when they met a new explorer? Why?**
- 2. How do you think explorers felt when they met a group of Native Americans? Why?**
- 3. What did the Spanish have that Natives did not?**
- 4. What did Natives have that the Spanish did not?**
- 5. What is trade?**
- 6. How did the Native Americans and Spanish help each other?**

### **Lesson 36: Trappers and Mountain Men<sup>1</sup>**

In the 1800's, word of the furs being traded by the natives in the mountains around the Great Basin had traveled southward and eastward. Many people came to the area in search of easy-to-catch furs that were in high demand throughout America and Europe. These Mountain Men were known

for long trips into the mountains, during which they carried and set traps to collect animals for fur. Americans, British, and Mexican groups sent mountain men hunted fox, porcupine, raccoon, deer, buffalo, and other animals prized for their fur. Beaver pelts were especially valuable, as hats made from beaver were popular in Europe at the time.

Mountain Men dressed in animal skins, like Native Americans did. They traveled with all they needed to survive throughout hunting season. Supplies to make bullets, start campfires, eat meals, and survive off the land were packed into small sacks. Mountain Men often used horses to get around and carried knives and guns, both for protection and for hunting. They ate the meat of the animals they were able to hunt and fruits and vegetables found on the land.

Throughout the year, trappers caught, killed, and processed the furs. Caches were dug into the ground and these holes held the catch for the year until the rendezvous in summer. Here, Mountain Men and their families would meet, trade, share information, and sell their furs. Many large companies who worked in fur would come and buy. Native Americans from the area who were friendly to the Mountain Men also came to trade. Trade was done through a barter system, with little cash changing hands. Often, Mountain Men would trade their furs for goods they needed to survive the next year such as flour, bullets, sugar, and coffee. Celebrations and friendly competitions between rendezvous participants took place.

Of the sixteen rendezvous sites, six were located outside of United State territory. At

this time, Utah was not a part of the U.S. A rendezvous took place each year in Shoshone land in Cache Valley, so named because several trappers kept their caches there.

Over time, several companies sent trappers to Utah. England's Hudson Bay Company were first to arrive. Then, Americans came with the Ashley-Henry Fur Company. Independent trappers, too, traveled to the area in search of riches.

**Draw a diagram of the process of trapping and trading fur. Explain how the fur goes from being an animal in the wild, to a pelt in the hands of a Mountain Man or Native, to a trade at a rendezvous, to belonging to a fur company, to being transformed into a hat/coat, to it being bought in Europe. Ask an adult for help if needed.**

### **Lesson 37: Trappers and Natives<sup>1</sup>**

As more and more people came to Utah and the surrounding areas and began to settle there, life began to change for Native Americans. Though many trappers tried to live in harmony with the Natives, even trading and working with them, others were disrespectful and violent. Likewise, some native tribes saw the newcomers as invaders who used up resources, claimed land, and took with no respect to nature. Some tribes were violent towards trappers and explorers, attacking their camps and stealing their supplies.

Regardless of their relationship with newcomers, all Native Americans saw their lives change as a result of explorers and Mountain Men. Tribes learned how to train

and ride horses, shoot guns, and trap animals to trade with the settlers. They began to gain modern clothing, dishes, and other tools through trade. While these things made life easier for Native Americans in many ways, they also began the transition from their old way of life to the new. Traditions and customs began to change as natives were introduced to new religions and beliefs.

As the population of the Europeans grew in the west, resources became more and more scarce. Food, water, and land were being used by more people and areas where natives had hunted, gathered, and lived for years were now occupied by Europeans. Excessive trapping and hunting for valuable furs diminished the populations of certain animals as trappers sought a profit rather than a balance between making a living and preserving natural resources.

Power began to shift as Europeans began to outnumber natives in the west. With more advanced weapons and a disregard for what they saw as a lesser way of life, the newcomers began to assert power over many of the natives. Though there were some taken into slavery, many natives were simply outnumbered and outgunned and unable to fight back as their lands and resources were used by others.

In some cases, both Native Americans and Europeans benefited from the advancements that trappers brought. Old native-made trails were used and many natives hired themselves out as guides to trappers. Trade flourished between the groups and money and resources were gained by all. New trails were cut through the wild land, connecting trappers with those who could more easily move and sell furs in Europe. This also

allowed for goods from the western coast of the U.S. to be traded all the way across to Santa Fe in New Mexico. Items such as sea shells, wool, dried fish, and others were easily carried across the new trails into the areas it covered, expanding the resources available.

**Complete pages 114 in the *Know Your State Activity Book*. Search online or in *The Utah Adventure* if you don't know an answer**

### **Lesson 38: Fort Buenaventura<sup>4</sup>**

One of the Mountain Men who traveled to Utah was Miles Goodyear. Miles came near the end of fur trading in Utah and built a home and in present-day Ogden. Known as the first permanent dwelling built by settlers in Utah, Miles's home became the beginning of Ogden city.

Miles was an orphan who spent much of his life as an indentured servant. Upon gaining his freedom, he traveled with missionaries from Independence, Missouri, then left them and traveled to Utah to make a living. Miles eventually settled down with a Native American wife, daughter of the Ute chief Pe-teet-need and had two children.

As the city grew and more people settled, Miles worked to build a fort in the area, Fort Buenaventura, with the goal of protecting the people already living there. The Fort served as a meeting and trading place as well as a defensive position. Miles traveled to several nearby rendezvous and created a comfortable life for his family.

**Complete page 115 in the *Know Your State Activity Book*. Search online or in**

***The Utah Adventure* if you don't know an answer. If you are unable to answer any of the questions, save this paper for Lesson 41**

### **Lesson 39: Other Famous Explorers<sup>1</sup>**

Miles Goodyear was not the only famous Mountain Man to travel to or settle in Utah.

Jedidiah Smith worked for the Ashley-Henry Fur Company and was known as a leader among trappers. He carried his Bible with him at all times, sometimes reading aloud to others around the campfire. Jedidiah traveled the length and width of present-day Utah, mapping trails and rivers as he went. He provided other trappers with information about the landscape, mountain passes, and the best places to cross rivers. Jedidiah, however, knew the tough life of a trapper. He was once attacked by a bear, asking other men with him to sew his scalp and ear back on after the attack. He almost died in a trip to Nevada when the group could find no water. In the end, Jedidiah died near the Santé Fe Trail after a Comanche attack.

Peter Skene Ogden, for whom the city of Ogden is named, also worked for a fur trading company. Historians don't believe he ever actually entered into present-day Ogden, however. He led trappers into Cache Valley, explored Utah and Nevada, and kept a daily journal of his adventures. He noted that, in Utah, the land was covered in crickets and the skies were covered with seagulls.

A young Jim Bridger came to Utah and gained a reputation as a storyteller. As a trapper, he and his men ran into a large body

of salty water. Thinking it was the Pacific Ocean, they began to travel around it, mapping the coastline. They soon discovered that it was the Great Salt Lake. Bridger eventually opened For Bridger, a trading post in Wyoming, helping to make supplies available to travelers, explorers, trappers, and settlers.

James Beckwourth, like Jedidiah Smith, worked for the Ashley-Henry Fur Company. He was born a slave, but had a white father who moved him to Missouri as a teenager. After that, James traveled west, trying to outrun slavery. He was adopted by a Crow tribe, where he was married. James became a well-known businessman, army scout, miner, and explorer.

**Read the primary sources about Jedidiah Smith and his adventures on pages 66-67 of *The Utah Adventure***

### **Lesson 40: Other Famous Explorers II<sup>1</sup>**

Etienne Provost is another trapper known for being the first to see the Great Salt Lake. His biggest accomplishment in trapping, however, came in his relationship with the Native Americans in Utah. Provost established trade with several tribes, setting up trading posts around the Great Salt Lake and Utah Lake. Here, trappers would trade metal, cloth, and other eastern goods for furs that natives had trapped. Not every encounter was peaceful however. Provost survived an Indian ambush in which most of his men were killed. This was the first reported clash between newcomers and natives in the area. The modern-day city of Provo is named after Provost.

Antoine Robidoux worked closely with Provost, building forts and trading posts between Utah and New Mexico. He was fluent in several languages, including some Indian ones, which help him establish communication between groups.

Joseph R. Walker was a trapper and a guide. By the time he knew the area well, several pioneers were traveling across from the east into California. As Walker knew the trails, he earned a living as a guide for these groups. He also published information on the safest routes.

**Complete page 115 in the *Know Your State Activity Book* if you haven't already**

#### **Lesson 41: The United States Government<sup>1</sup>**

In the East, the settlers organized 13 colonies, fought the Revolutionary War, became an independent country, established a government, and began to expand westward. Many times, trappers led the way. They knew the trails, the resources, and the natives well and were able to provide information to others looking to expand. While keeping journals and mapping the way, they also hunted and trapped relentlessly.

By 1840, many of the animals prized by trappers saw a drastic decrease in population. Pelts, especially valuable beaver pelts, were nearly impossible to find. At the same time, fashion in Europe changed and fur was no longer popular, decreasing demand. Many trappers were forced to find new work, becoming guides for those traveling west.

Though trappers had extensive knowledge of trails and topography of the West, not much of this information made it east. Seeing a need for safer travel, the American government began to send its own explorers into the West to create maps.

John C. Fremont was one of the first government officials (a topographical engineer in the Army Corps.) to be sent to the Utah area. He spent two years creating detailed maps, taking notes about wildlife and plants, and learning the topography. Fremont and others, such as Kit Carson and Joseph Walker, made several expeditions to Utah. Each time they mapped a different area. They also traveled through Nevada and into California. Some expeditions were made simply to create maps. Others had specific goals such as finding a water trail from Utah to California (where pioneers could travel near water the entire time), looking for a route for the transcontinental railroad, and noting the soil conditions in different areas in search of places to grow crops. Fremont became known as the Pathfinder to many. Eventually, he settled down in California, where he served as senator and ran for president.

**Read the information found on page 172 of *Know Your State* and Complete page 173**

# Unit 4: Mormon Pioneers

**Standards Taught:** SS.2, SS.2.1, SS.2.1.a, SS.2.1.b, SS.2.1.c, SS.2.1.d, SS.2.2, SS.2.2.a, SS.2.2.b, SS.2.3, SS.2.3.d, SS.2.3.e, SS.2.3.f, SS.3.1.c, SS.3.1.d, SS.3.2, SS.3.2.a, SS.3.2.b

**Unit Project:** Learn about a pioneer tradition (e.g. taffy pull, pioneer games, temple worship, church attendance, general conference) and participate in it. Some ideas are: dress as a pioneer, attend a pioneer trek, visit a pioneer museum, make and eat taffy, build and play a game, visit the grounds of a Mormon temple, attend a Mormon church or conference, or attend a Pioneer Day celebration (July 24<sup>th</sup>)

## Lesson 42: Who Are the Mormons?

After trappers, Mountain Men, and government explorers traveled west, trails were created which allowed many to move to the new and untamed land. The United States began to claim, buy, or gain more land through treaties. Eventually, land was being given away in Oregon to settlers who were willing to make the trip across the country. Then, gold was found in California, causing many to travel westward. Many of these groups came in wagons or on horseback. Most sold all they had to try and build a new life in the west. The most popular trails – the Oregon and California trails- brought settlers through Utah, but few chose to stay.

In 1857, Utah was still a part of Mexico and was not yet owned by the U.S. This is when the first group of settlers began to arrive in Utah: the Mormons.

Mormon was a name for a group of people who had gathered together under a newly organized church. Though the church was eventually named The Church of Jesus Christ of Latter-Day Saints, most people knew them as Mormons because they believed in the Book of Mormon.

During the early 1800's many new churches began in the United States. The country had won its freedom from Great Britain and established freedom of religion. Preachers and speakers often met in the public square to debate and teach others about their beliefs.

In 1820, a young boy named Joseph Smith claimed to have seen heavenly beings in a vision. Though his account of the story

changed, the church now teaches that the figures he saw were God and Jesus Christ. According to Smith, these visitors told him not to join any existing church, as they were all wrong. Smith claimed he was tasked with restoring the church that Jesus established when he lived on earth.

Years later, Joseph claimed that other heavenly messengers appeared to him to teach and direct him. Mormons believe that an angel led Smith to golden plates buried in the ground. These plates were written in an ancient language that no one could read. Using a seer stone placed in a hat, Smith dictated the words believed to be on the plates as a scribe wrote. This would become the Book of Mormon, stories of supposed ancient inhabitants of the Americas and their interactions with the gospel.

As Joseph began to teach others of his beliefs, he gathered a following. Soon, he established The Church of Christ, which would eventually become The Church of Jesus Christ of Latter-Day Saints.

The beliefs of this new church clashed with many of those around them. Mormons believed that God and Jesus Christ were separate beings, while many churches believed them to be different forms of the same being. They believed that Joseph Smith was a prophet, chosen to speak for God. The church taught that one had to be baptized and go through a series of rituals (such as endowment, initiatory, and sealing) to be admitted to heaven after death. Mormons believed they could save their ancestors who had not gained these covenant promises by doing them for those who had passed away. They were taught not to drink tea, coffee, or alcohol or take drugs of any

kind, though many of the early members did.

Soon, a temple was built for the purpose of saving the dead through covenants. Members donated land, money, and time to build what they believed to be a house for God and a place where souls could be saved.

Eventually, Joseph Smith created the Relief Society, a group for women to provide service to those around them. He instituted and practiced polygamy, the marriage of one man to more than one wife. The church sent out missionaries, who sought to convert others to the beliefs of the church. Mormons began to gather in Illinois, coming together to build entire towns. However, by 1847, their strange beliefs and questionable actions would lead to conflict in the east that would drive them to Utah.

**With an adult, choose a Book of Mormon story from this [website](#) and read it. Discuss the moral behind the story and what Mormons may learn from it.**

### **Lesson 43: Joseph Smith<sup>5, 6</sup>**

The leader of the new Mormon Church was Joseph Smith. Members believed him to be a prophet. They were taught that he regularly conversed with angels and other heavenly beings who instructed him in God's will for the church. Members were willing to give all their time, energy, and money to Joseph and the church because they believed they were helping to build God's kingdom on earth.

Joseph was born in Vermont on December 23, 1805. This was just six years after George Washington, America's first

president died. As the new country grew, so did the new church.

Joseph's parents, Joseph Smith, Sr. and Lucy Mack were farmers, though they were not very successful much of the time. Joseph Smith, Sr. supplemented his family's income by selling his services as a treasure-seeker. He claimed to have a certain ability, which allowed him to find treasure. He and his father also claimed frequent visions from God. Joseph Smith, Sr. hired out this ability to others, asking them to pay up front for his help and promising to make them rich. No treasure was ever found, however, and the family was forced to move often as they were charged with fraud and people became angry about giving their money to someone who did not produce results.

When he was seven, Joseph became sick and his leg became infected. He had to undergo surgery to remove the infection and walked with crutches for a time. He received little formal schooling, as most children during that time did. Work on the farm was difficult, and every family member needed to help. Joseph attended school only a few years before working on the farm and in the treasure-hunting business full-time with his family. Though his formal education stopped, he continued to learn, read, and study at home under the guidance of his mother.

In 1816, after crop failures, the family moved to a farm in Palmyra, NY. Four years later, a 14-year old Joseph Smith would walk into the woods near their home and kneel to pray. As the Great Awakening was happening in his area, Joseph was learning from several different preachers, all with different versions of what was right and

wrong. After reading James 1:5 he knelt in prayer in what is now known to church members as the Sacred Grove. After his prayer, Joseph gives several different accounts of what happened. In some, he was visited by angels. The official statement from the church today, is found [here](#), versus 7-20.

### **With an adult, read and discuss James 1:5 and JSH 1:7-20**

After this First Vision, Joseph began to teach those around him about his vision. He began by telling his family.

In 1822, Joseph found what he called a Seer Stone near his home. This stone, he said, would make him better able to find treasure. He began to sell treasure-finding talents to those in the area once again.

The following year, Joseph claimed that an angel came to him. This angel told him that golden plates were hidden in a hill nearby. These plates contained the history of ancient people who once lived in America. Joseph was not allowed to access the plates for another four years, according to his accounts. Upon receiving the plates, he was told to hide them and begin translation with a scribe. Joseph spent long hours staring into a hat which held the seer stone he once used for treasure finding, and dictating stories he claimed were written in a strange language on the plates. In 1830, these works were published as the Book of Mormon.

During this time, Joseph married Emma Hale, his first wife, against her parent's wishes. Emma was the first of several wives Joseph would take (estimates are that he had more than 30 wives). Joseph married many

women, including mothers and daughters, sisters, girls as young as 14, and women who were already married to other men.

After the Book of Mormon was published, the Church of Christ was organized with Joseph as its prophet. Joseph began to establish rituals and doctrine for the church, eventually creating Doctrine and Covenants (another scripture). Apostles were called, the priesthood power was claimed to be restored, and missionaries were called to teach others.

As this was happening, Joseph was arrested several times. Most charges were for being a disorderly person. As the church grew, many were afraid of the strange practices and disagreed with marriage of young girls to grown men. Others were afraid of the power the church was gaining. Still others were upset that Joseph had lied and stolen money using his treasure-hunting business.

Eventually, the church was moved to Independence, Missouri and Kirtland, Ohio. Temples were built and an army was created, then disbanded. The church began a bank, illegally printing money not approved by the state government. Many members donated money to this bank, which failed. Soon after, several church leaders left the church to create their own.

After the bank failure, Joseph moved the entire church to Missouri, which unsettled many of the people living there. The number of Mormons present gave them power to influence voting patterns. Many were fearful that their strange doctrines would be written into law and a war began between church members and other

residents. Joseph was arrested and placed in Liberty Jail.

Soon after, the church moved to Nauvoo, where a temple was built and the rituals of sealing (marriage for eternity) and endowments (a mason-like ceremony) began. Polygamy was introduced, though Joseph often denied participating in it.

Tensions began to grow between the Mormons and others in the area, as in previous places they settled. Joseph sought to protect the rights of church members and announced his intent to run for President of the United States in 1844. His run was cut short, however. After ordering a local printing press destroyed for revealing Joseph's practice of polygamy, he was arrested and tried with treason. While waiting for trial, Joseph and the others arrested with him were attacked. Joseph and his brother Hyrum were shot and died in the attack. To church members, Joseph's death was a shock. However, Joseph is still seen as a hero prophet who restored the Church of Jesus Christ on the earth.

#### **Lesson 44: Brigham Young<sup>7, 8</sup>**

After Joseph Smith's death, the members of the church that were left behind felt lost. Their leader and his brother were both gone, leaving no one to lead the church or speak for God. Joseph's first wife, Emma, claimed that he had set apart his son, Joseph Smith III as his heir. However, many in the church rejected this idea, eventually leading Emma and her children away where they formed their own church.

Not long after his death, a man named Brigham Young spoke to the crowd. During

this speech, many members felt that he was called of God to be the next leader of the church. Brigham Young was accepted by many as the new prophet. Brigham worked with the remaining apostles to regain the organization of the church, though it would take many years and see many members leave.

Brigham Young was born in Vermont in 1801. His family were farmers and read the Bible often. When he met missionaries teaching the Book of Mormon, he was soon converted and traveled to Missouri to be with Joseph and the saints. Young became an apostle, then president of the quorum. He married several wives and went through temple rituals, becoming well known and respected throughout the community.

Before Joseph's death, Young worked with church leaders to find a place where the saints could eventually settle away from the angry mobs and threats of arrest. Joseph's death did not stop the conflict between the Mormons and those living around them. In fact, many saints were more afraid than before.

Soon after, Young focused the efforts of the church on completing the temple and getting as many members as possible through their endowments and sealings. A temporary truce was established with the state government and the neighbors around them: the Mormons would be leaving for the west, but they needed time to prepare.

Brigham Young is well-known for his role in helping the Mormons leave Illinois and reach the area that is now Salt Lake City. There, he became not only prophet, but also the governor of the new area and an

ambassador between the saints and the Native Americans living in the area.

Brigham Young's first wife died shortly after they were converted. He remarried and, eventually had over 50 wives, some living in different states and territories than himself. He fathered at least 56 children with various women.

Brigham Young was known to be a sharp and firm man. He was strict with his children and his wives, enacted new covenants in the temple, and believed that some crimes and sins were punishable by death. He worked hard to re-organized the church, creating Sunday Schools, wards (smaller groups of members that met together in different locations), and youth groups. He oversaw the building of a temple in Salt Lake City and St. George, often traveling between them. He established a chain of command among church leaders before his death, ensuring that a new prophet would take his place, chosen by church leaders through what they called revelation (answers to prayers from God).

Brigham Young died in 1877. Though the things he taught to church members during his life were accepted as the words of God then, many of his doctrines have been rejected by the modern-day church. Some examples of these teachings are: the Blood Atonement, the superiority of the white race, polygamy, and the inferiority of women to men. Today, Young is remembered in the church as a righteous prophet. The church's universities bear his name.

**With an adult, read the following quote from Brigham Young. Then, read the**

**Family Proclamation [here](#). Discuss the differences and similarities between the two and what you believe marriage should look like.**

“Just ask yourselves, historians, when was monogamy introduced on to the face of the earth? When those buccaneers, who settled on the peninsula where Rome now stands, could not steal women enough to have two or three apiece, they passed a law that a man should have but one woman. And this started monogamy and the downfall of the plurality system. In the days of Jesus, Rome, having dominion over Jerusalem, they carried out the doctrine more or less. This was the rise, start and foundation of the doctrine of monogamy; and never till then was there a law passed, that we have any knowledge of, that a man should have but one wife.” (Brigham Young, Journal of Discourses 12:262 (Aug. 9, 1868)- Polygamy)

#### **Lesson 45: Why Did the Mormons Leave Their Home?<sup>1</sup>**

Towards the end of Joseph Smith's life and into Brigham Young's the Mormon Church had one main goal: build Zion. According to their prophets, Zion was the kingdom of God on earth. It was the place where the saints who followed God would be protected and provided for. It was where Jesus Christ would visit His people upon his Second Coming.

The safety and glory described in Zion was comforting to those who had been threatened, attacked, forced to move, and harmed by their neighbors. Many members wanted a place where they could safely practice their religion. Their crops had been burned, their husbands and children had

been harmed, their voting rights had been suppressed, and their doctrine had been challenged by local and state officials. At one point, the governor of Illinois even signed a law making it legal to kill members of the church within the state.

After moving from place to place and seeing their prophet murdered, the saints began to search for a new place to build Zion. Church leadership had been working on a plan to move the saints, but now introduced the plan to the frightened members.

The trip west meant traveling on the Oregon Trail through untamed wilderness. It meant leaving behind all they knew and starting again, relying on only themselves, the church members traveling with them, and God. It was a long and dangerous journey, and many church members knew they would have to travel with their wives and children.

However, it also meant the possibility of building Zion without interference from others. They knew there were fewer people in the West. Those who had traveled over the trails already had settled mostly along the western coastline, searching for land or gold. Between Illinois and the west coast, there was open land with few inhabitants. Brigham Young and a committee had already traveled across the trails, finding an area they believed to be suitable for the beginning of Zion: the Salt Lake Valley.

During this time, the Utah area belonged to Mexico. In choosing this territory, Zion would be built outside of the United States, a country whose Constitution protected their right to freedom of religion. However, they would be isolated from others, allowing

them to build the city they dreamed of without interference.

**Fold a blank paper in half. On one side, draw a picture of the challenges the saints faced in Illinois. On the other side, draw a picture of what you think Zion may look like. Discuss why many church members might have been willing to make the trip to Utah, though it was dangerous.**

#### **Lesson 46: Preparing to Leave<sup>1</sup>**

Before leaving, Brigham Young established a truce with those who had been attacking them. The Mormons would leave, but they would need time to prepare. Their neighbors agreed to leave the church members alone until they were able to set out on the trail in the spring.

Church leaders and members used this time to prepare for the long trip and settlement after they arrived. First, work on the temple accelerated. It was partially dedicated and many people received their endowment and sealings. This, it was believed, would prepare them for the journey and the trials they would face and ensure families would be together forever, even if death occurred.

Next, temporal preparations were made. Members began to sell belongings and land, using the money to buy supplies for the long trip. Those who could afford to purchase oxen and covered wagons. These wagons were loaded with supplies such as flour, sugar, warm clothing, and tools for life along the trail. Those who had less money depended upon others to help them cover the expenses or purchased handcarts. Less durable than wagons, these handcarts would

be pulled by their human owners across the land.

Missionaries were sent to other areas and countries, encouraging them to move to the United States and join the members in Illinois before traveling across to Utah. They were told that the prophet had been instructed to gather everyone in Zion. Many people from Europe were converted during this time, bringing even more people to the U.S. They were met in New York by missionaries who helped them gather money and supplies until they were able to travel to Illinois. Some settled in the east and never made the trip, however.

Church members began to study maps and learn skills that were useful on the trail. Everyone was expected to work during the trip, even small children. Wagon trains were organized into groups and schedules were created to ensure that everyone left in an orderly fashion. Captains, usually church leaders, were assigned to each group.

In all, over 80,000 people eventually prepared for the 2,000 mile trip. Some would never leave Illinois. Others would die along the trail. Most, however, would make it to the Salt Lake Valley, though it would be years before the wagon and handcart companies stopped.

**Using a blank paper, make a list of things you would prepare if you were asked to travel from Illinois to Utah on foot. How would each of these things help on your journey? How might they make the trip more difficult?**

## **Lesson 47: Advance Party<sup>1, 9, 10, 11, 12</sup>**

As many of the members were still preparing, the first party left Nauvoo in 1846. Though they had planned to leave in the spring, rumors that others were coming to stop them spread fear among church members and they began their journey in February. These rumors turned out to be false and the trip in the winter proved impossible.

Despite their careful planning, the companies that left early were simply not ready for the trip. They had left behind most of their possessions and abandoned their temple. Many left family behind, hoping they would make the journey behind them.

As the earliest companies set out, the winter weather made it difficult. They only made it to Iowa before they could go no further. Food was scarce, weather was cold, and illness set in. The group decided they could not continue traveling and set up settlements, building log homes and planting crops.

One of these settlements became known as Winter Quarters. Here, members of the church waited out the harsh winter, made repairs, and tried to replenish supplies when they could. However, many starved or suffered when exposed to the weather.

In the spring, as the weather began to warm, a vanguard company was sent ahead to prepare the trail for the others. This group of 147 people (143 of which were men) led the way to the Salt Lake Valley. It was their job to build fords and ferries across rivers, plant crops for those that would come, and map the trails. The group was advised to

avoid the established Oregon Trail, as much as possible and make their own way so they could support future travelers from the church, rather than others who would use the popular trail.

Within the group, were three black men, all slaves or former slaves. Green Flake was given to the church by his owner as tithing and helped to do much of the difficult work in laying a trail for those who would come. Oscar Crosby and Hark Wales were also slaves, sent ahead to establish a way. Along with them, were blacksmiths, scribes, carpenters, scientists, and the prophet and many apostles of the church.

Though the group avoided the Oregon Trail at first, they eventually met with it, stopping at forts along the way to make repairs and replenish supplies. At one of these stops, they met Jim Bridger, who told Brigham Young of the area around Utah Lake. Before entering the mountain pass the Donner-Reed party had used a year before (where most of them had died), they also met Miles Goodyear, who told them about Weber Valley.

Some men traveled ahead to California by ship and urged the leaders to consider going to that area. However, Young decided upon settling in the Salt Lake Valley. While continuing through the mountains, much of the group became ill, falling behind the others. Young was in this group.

At the end of July, the healthy group reached the Salt Lake Valley and began to explore it. They set up camp. As the others came behind them, it was decided that this would be the place the church would settle. It was dedicated by an apostle and work

began on July 23<sup>rd</sup>. On July 24<sup>th</sup>, days after the first group arrived, Brigham Young entered the area and proclaimed, "This is the place." Later, he would tell members he had seen the area in a vision and recognized it, though he was not the first to decide on the spot for settlement.

With the arrival of the first group, work began to build a temple and city. Part of the vanguard was sent back to Winter Quarters to gather the next group that would come. Over the next few years, Mormons would pour into the valley from around the world.

**Visit this [website](#) for a virtual tour and explore the available educational pages or visit the park. Then, complete page 41 of *Utah: Know Your State*.**

#### **Lesson 48: Handcarts and Wagons<sup>1</sup>**

After the arrival of the advanced vanguard in the Salt Lake Valley, members of the church began a steady line of wagons and handcarts from Illinois to Iowa to Utah. By the first winter, there were about 2,000 who had successfully made the journey. Over time, more than 80,000 migrants would come in the name of the church.

The trip was long and difficult. Wagons were organized into companies, which traveled together under a captain (usually a church leader). Many wagons were covered with a canvas and carried all the pioneers would need on the journey. Families slept in their wagons, or in tents around them at night. Wagons were pulled into a circle, with guards around it each night to protect them. Dinner was made, songs and music were played, and stories were told around

the fire. The wagon companies worked together, helping each other along the way.

**See the image of a wagon train on page 86 of *The Utah Adventure***

Each morning, the group would wake up together, have breakfast, and pack their wagons once again. They would travel, with most people walking, until dark. The only ones that did not walk the entire day were those who were very old, very young, or very sick.

While traveling, each person in the family had a job. Adults and teens took turns guiding the animals (usually horses or oxen) pulling the wagons. The men gathered food by hunting and fishing. They also made repairs to wagons and pushed the wagons when they were stuck or needed to go up a hill.

Generally, women did the cooking and watched the children. They tended the fires and helped the men with their jobs. Some women did not have a husband or father with them, leaving them to do the work on their own. Others delivered babies while on the trail.

Children helped collect food, organize supplies, and gather buffalo chips (dried poop) for fires. They tended to children younger than them and, sometimes, helped with adult jobs. The most important part of a pioneer child's day, though, was staying out of the way. The wagons were heavy and did not stop quickly. Children needed to avoid the wagon wheels and other dangerous items carried along the way.

Many people were injured or became sick during the months-long trip. Cholera and mountain fever were common ailments and could mean death. Broken bones, drownings, and accidental shootings also took place. The dangers of life on the trail with no doctors or hospitals meant that, many times, hurt or sick people were tended to by those who were not trained. It is estimated, however, that less than 4% of pioneer travelers died on the trail or within a year of arriving in Utah.

Those who came later, or who could not afford a wagon and team, carried their belongings in a handcart. This wooden cart was pulled by its human owners and offered no covering. Belongings were piled onto the handcart and covered with a canvas or cloth. Riders could sit on top of the items. Handcarts were more dangerous than wagons, carried fewer supplies, and offered little protection from the elements. Injuries and deaths were more common in handcart companies, especially if they left too early or too late in the year and met bad weather.

**Complete page 179 in *Utah: Know Your State*. Then, trace the Mormon Trail with your finger on the map found on page 80 of *The Utah Adventure*.**

#### **Lesson 49: The Willie & Martin Companies<sup>13, 14</sup>**

From 1856-1860, a total of ten handcart companies made the trip across the Mormon Trail. These church members were those who did not have the funds to purchase a wagon and team to pull it. They settled for handcarts, knowing they would have to pull or push their belongings across the trail themselves. Though members in Salt Lake

City organized a fundraiser for supplies, a drought had come to Utah, leaving little extra for the groups. Most of the people in the handcart companies brought little of their own supplies, as they had sold almost all of their belongings before traveling from Europe to America. They were not fully prepared for the trip or physically ready for the job of pulling a handcart across the trail.

Supplies were also limited by the amount a handcart could hold. Rations were one pound of flour per person per day and each traveler was allowed only 17 lbs. of personal items. Many of those traveling had no experience with life in the wilderness and relied heavily on their leaders for guidance.

**See the image of a handcart [here](#)**

The number of those who became seriously ill, were injured, or died during the journey increased significantly among those who pulled handcarts when compared to those in wagons. Like the wagons, handcart pioneers were split into companies with a captain over them. Each company had a wagon or two accompanying it to carry extra supplies or those who were very weak or sick.

However, the physical act of pulling and pushing everything they needed across a rugged trail, coupled with their inexperience and bad decisions of leaders made the journey very dangerous.

Two of these companies, the Willie and Martin groups, would face hardships that no other pioneers faced during their trip from Illinois to Utah. Their trek would become one of the greatest tragedies in the movement of United States citizens and immigrants to the west.

The Willie Company was a group that sailed from England, across the Atlantic, and made their way to Iowa. The church members in Iowa were unaware of their coming until too late and the supplies gathered and handcarts built were done in a rush. Much of the wood used was too green, making the handcarts weaker. This meant that the handcarts they used were not strong enough to make the trip, and many broke before making it halfway. The Martin Company, which left Iowa for the trail just ten days after, met many of the same obstacles.

One of the biggest mistakes of these groups, however, was deciding to leave Iowa late in the fall. Both groups left at the end of August, meaning they would be on the trail when rain, mud, and snow came. Most groups traveled during the spring and summer, arriving before storms hit and allowing time for building a home before winter. However, church leaders promised the groups that God would watch over them if they faithfully moved on rather than waiting for next spring. The groups left with 980 people. More than 200 would die before they saw Utah.

The groups were followed by two wagon companies. However, these companies lost many of their cattle in the stampede early into the journey. This meant those pulling handcarts had weight added to their loads as supplies from the wagons were placed on to them. Every handcart now had to pull 100 more pounds.

Further trouble came when, hoping to resupply at a fort in Wyoming, the group found no supplies available. Rations were cut and personal belongings were left behind in order to lighten the loads. This meant

abandoned clothing, blankets, and other personal items that were necessary for life on the trail.

As the cold set in, snow came to the groups. Deep snow made the trip harder, slowing them even more. The groups began to run out of food and had little to keep themselves warm. Many began to get sick, suffer from frostbite, and become weak from a lack of food. Animals were killed to provide meat, meaning that more supplies needed to be placed on handcarts or abandoned.

A wagon party who had passed them on the trail hurried to Salt Lake City, hoping to send back help. There, Brigham Young asked members to provide what they could and form a rescue party. The party was sent out, bringing food and supplies, but it would be a long time before those in need were finally found.

A snowstorm hit during one of the most difficult parts of the trail, resulting in several deaths. As the groups tried to travel on, the deep snow slowed them down and the freezing temperatures made crossing rivers dangerous. As handcarts were pulled through the water, clothing became wet and froze on the person wearing them. Both the Willie and Martin Companies decided to stop for a time, camping in the snow and cold while their supplies dwindled.

It was here that the Willie Company was found by the rescue party. Many members of the companies were starving and weak when food and supplies arrived in late October. Half of the rescue group stayed to help the Willie Company while the other half traveled on, looking for the Martin Company.

A few weeks later, the Martin Company, was found. Many died of hypothermia (their bodies were too cold) and starvation while they camped, trying to wait out the storm. Several survivors had their fingers, toes, or limbs amputated due to frostbite.

As the wagon companies behind them caught up, wagons were emptied and the weakest members were loaded into them. The rescue companies, having traveled over the trail before, worked to keep them moving and get them to Salt Lake as soon as possible. However, many of the members were sick, weak with exhaustion and starvation, and injured. The trip ahead was still long and difficult. The cold and storms intensified as winter moved in. Many more died, some while still pulling their handcarts, before reaching their goal.

The Willie Company made it to Salt Lake City in early November. The Martin Company followed a couple of weeks later. However, nearly 20% of the group members died on the trail. Many others had permanent injuries or illnesses resulting from what they had faced. Additionally, the new arrivals had no homes, and no energy or resources with which to build new ones. They were housed with others in the city until spring.

Read the journal entries from rescuers of the Willie and Martin Handcart Companies below and discuss them with an adult:

“I am setting...on a sack of oats with the paper on my knee, by the side of a blazing Camp fire, surrounded by some eight hundred persons, one old lady lays dead within twenty feet of me, babies crying....The suffering of the camp from

frozen feet and various other causes, I will not attempt to describe, suffice it to say bad. Bad. (Joseph Simmons in a letter to his brother as quoted in Roberts, D. (2008). Chapter 7: Martin's Cove. In *Devil's Gate: Brigham Young and the Great Mormon Handcart Tragedy* (pp. 253). essay, Simon & Schuster.)

“The sight that met my gaze as I entered their camp can never be erased from my memory. The starved forms and haggard countenances of the poor sufferers, as they moved about slowly, shivering with cold, to prepare their scanty evening meal was enough to touch the stoutest heart. (Ephraim Hanks in his journal as quoted in Roberts, D. (2008). Chapter 7: Martin's Cove. In *Devil's Gate: Brigham Young and the Great Mormon Handcart Tragedy* (pp. 247). essay, Simon & Schuster.)

### **Lesson 50: Mexican-American War<sup>15, 16, 17</sup>**

As Mormon pioneers walked across the trail, war broke out between America and Mexico. During this time, the present-day states of California, New Mexico, Arizona, Nevada and Utah (and some parts of Wyoming and Colorado) belonged to Mexico. Texas had been a part of Mexico, but won its independence in 1836. In 1845, Texas became a part of the United States. However, the border of this new state was disputed between Mexico and America for some time.

In May of 1846, just months after the first Mormon party left Winter Quarters, the president of the United States, President James K. Polk, sent soldiers into the debated border between Mexico and Texas. As the soldiers armed themselves and build up

camp, Mexico watched. A battle broke out between the Mexican and American forces in this area and war was declared.

The war lasted for two years and was especially brutal. Many Americans who fought against Mexico believed in the idea of Manifest Destiny, or the God-given right of America to expand across the entire continent. Believing they were directed by God to win the land, battles were often very bloody. In the end, America won the war and claimed land in California, New Mexico, Arizona, Nevada, Utah, Wyoming, and Colorado for themselves. Mexican citizens and soldiers were driven out. The areas became territories under American ownership, but not yet states. Though many Americans already had settled in these areas, when gold was discovered in California, more and more settlers rushed to the area.

During the Mexican-American War, Brigham Young was asked to provide soldiers to the American army. Seeing an opportunity to publically align the church with the United States and earn money for the upcoming trek, the Mormon Battalion was formed. Five hundred Mormon men volunteered, many after being convinced by Brigham Young.

The Mormon Battalion never actually engaged in battle, they traveled between Iowa and California. Along the trail, 12 men lost their lives. In California, they were ordered to protect American citizens and interests. Many of these men stayed in California after the war as gold had been discovered in the area. Some collected gold to add to church funds in Salt Lake City, meeting the church there after a time.

View the image [here](#). Trace the route of the Mormon Battalion and find each of the present-day states that American won in the Mexican-American War.

### Lesson 51: Settling in the Valley<sup>1</sup>

As Brigham Young and the first groups of pioneers arrived in Salt Lake Valley, the land was still officially owned by Mexico. After being denied protection from the U.S. government, this fact was a benefit in the eyes of church leaders. However, after the Mexican-American War, Utah became property of the American government. It was not yet a state, however, and the pioneers living there had control over how they wanted to live.

When pioneers arrived, the valley was surrounded by tall mountains. Streams traveled down from the mountains and across the valley, emptying into the Great Salt Lake. The only houses present were those the Native American tribes had built. The pioneers had no homes, no stores, and no farms. They only had water, fertile soil, and the natural resources that surrounded them.

**See the image on page 96 of *The Utah Adventure* and read the journal entry found at the bottom of the page. Then, read the third paragraph on the next page. With an adult, discuss the different views pioneers had as they entered the valley and why they may have felt differently from each other.**

As everyone settling in the valley were within a common community (they all belonged to the church), they had many shared goals. The pioneers that settled

relied on unity and direction from their prophet to build a new life.

First, supplies were gathered to begin life in the valley. One group gathered lumber from nearby forests. Another set out on an exploration and mapping quest. Another group hunted and fished, gathering much-needed protein for the group. Others plowed the land and planted crops so they would have food throughout the year.

The city of Salt Lake was carefully planned before any building took place. The idea for its organization had come from Joseph Smith himself. Before his death, Smith had described Zion as a rectangular city with the temple at the center. Streets ran north-south or east-west from the temple site. All streets were straight lines and were named for their distance from the temple. Lots of land were planned for homes, giving each family room to grow their own garden and care for animals. Areas were set aside as a kind of park. Here, grass and other plants were organized to create a restful area.

Pioneers were encouraged to be self-sufficient and isolated from the world. They were told to rely only on themselves, each other, the church, and God. They should not need to buy or trade for anything outside of their own group. Businesses and manufacturing areas were set up for every need.

As more pioneers came to the valley, groups were sent to different locations to build a new city. Each city would need to be self-reliant and follow the grid system. Cities such as Spanish Fork, St. George, Bountiful, Ogden, Provo, and Mani were built by church members. In all, over 500

settlements were created by the pioneers, each patterned after Salt Lake City.

The settlements that pioneers built were unique in many ways from the cities built in the United States. First, those living in Utah created a theocracy, a government run by a religion. As Mormons believed that their prophet spoke for God, they placed him in charge of the government as well as the church. Together with other church leaders, these men created the laws and punishments and presided over enforcement. This gave church leaders great amounts of influence and power over the people settled in the valley.

Additionally, church members lived under what the church called The Law of Consecration. They promised in the temple to give all they had to the church. Land, money, time, and skills were donated in full. The church would then appoint each family a portion of the things they were given, dependent upon their needs. Larger families would receive larger pieces of land to be stewards over. Land and belongings could be taken back by the church if needs changed, but could not be sold by the individuals living on it.

The first year in Utah was very difficult. Many people faced starvation as they didn't have time to grow crops or store food for the winter. The next spring, crops were ruined by frost and pests. When winter came again, many did not have the food they needed. Under threat from Brigham Young, those who had food shared with those who did not, helping the group survive.

**View the map [here](#) of Salt Lake City today. With an adult, discuss how the**

**original planning is still evident today. If possible, take a field trip to Temple Square or learn more about it online [here](#).**

### **Lesson 52: Mormons and Native Americans<sup>1, 18, 19, 20, 21, 22, 23, 24</sup>**

Though there were few settlers in the Utah area other than the Mormons, several groups of Native Americans still lived on and used the land. As the Mormons settled in Salt Lake City, the Ute tribes living in the area around the valley watched. While they had little use for the area the new settlers first chose, many of the natural resources they relied on now faced additional strain.

As the Mormons began to expand and build cities in other areas, Ute, Shoshone, and Goshute tribes were already established in those areas. Mormon leaders often chose to build cities around water and rich farmland where natural resources were abundant. However, much of that land was already supporting a Native American population.

As more and more people came, and more and more resources were needed, Native Americans were often pushed out of the areas they needed to survive as settlers took over. This left many tribes in danger of starvation.

At times, Mormon leaders advised settlers to try to live in peace with the Native Americans in the area. During the first winter, natives taught many settlers where to find and harvest food, such as the sego lily (now the state flower). Later, as land was used up, Mormons worked to provide food for their starving neighbors.

However, as there were less and less resources to go around, and natives became more desperate to protect their way of life and their families, conflict broke out.

The Battle of Fort Utah, near a fort built by the Mormons in present-day Provo, occurred in 1849 when a Mormon man murdered a Ute man who was accused of stealing a shirt. Settlers refused to hand over the murderer to the Utes for justice. Tensions grew as many of the natives became sick after exposure to diseases from the settlers. Brigham Young, fearing an attack, told settlers in Provo to kill the Ute men and capture the women and children. The natives split into two groups, trying to escape. However, the Mormon militia hunted and killed every Ute man they could find. Women and children were placed in homes as slaves to Mormon families.

In 1853, a war began between a Ute tribe and the Mormons settling in the present-day Pasyon-Spanish Fork-Springville area. Here, Utes were used to having all they needed provided by the land. They also traded often with travelers from Mexico and other areas. As settlers came, they began to drive out people from different places and interfere with Ute trades. Ute leader Walkara saw that his peoples' way of life was being changed by these newcomers. They had experienced the Battle of Fort Utah and knew the settlers were willing to kill them. Tensions grew until, one day a Mormon settler opened fire on a group of Utes, killing one. Battles lasted for a year, though the Utes were outgunned and eventually lost. Much of Walkara's tribe converted to the church shortly thereafter.

Further north, the Goshute tribes were watching as more and more settlers came in and used up resources they needed for their own survival. Groups within the tribes began attacking and stealing from stage coaches and stations along the trail. Eventually, the U.S. Army was called in to subdue the attacks and protect settlers. Many Goshutes were surrounded and killed. Those who survived signed a treaty, allowing settlers to use the land and resources as they saw fit. The government paid \$1,000 each year for 20 years to the Goshutes for this agreement.

In southern Utah, the Utes, Navajo, and Southern Paiutes often attacked or stole from Mormon towns. As tensions grew between the groups, some of the Mormon settlers asked to meet with Utes leaders to settle a dispute about cattle that were stolen by starving Native Americans and eaten. During the meeting, a Mormon man pulled one of the Ute leaders off his horse forcefully. This began the Black Hawk War, a series of battles that lasted years. Several tribes allied with Black Hawk, a Ute leader, and worked to kill Mormon settlers and steal or kill their herds. Mormons became fearful, leaving behind several settlements and sometimes shooting at any native they saw, even innocent children. In 1872, federal troops came, subdued the Native Americans, and forced them to sign a peace treaty.

In Cache County, many of the Shoshone peoples faced starvation as settlers came and used the water and food available on the land. As some men from several different tribes attacked settlements, the U.S. government sent in soldiers to subdue the violence. The troops soon surrounded a

Shoshone village, killing everyone within it as the Shoshone ran out of ammunition. Homes and stores of food were burned, horses were taken, and bodies were left unburied. This massacre was one of the largest in Native American history. Those who survived were completely dependent upon their Mormon neighbors for food and many converted to the church where they were ordered to build towns and grow crops for settlers. Much of their work was done for others, as they were forced to move from place to place.

In addition to a lack of resources and conflict between Native Americans and settlers, natives faced another challenge. They had lived in the area for years with little contact with those from other areas. They had met Mountain Men, traders, and Spanish missionaries, though most of those people hadn't stayed long. Most had come from within the American continents. However, when the Mormons came, men, women, and children from Europe came with them. Though they did not yet understand the concept of germs, they brought disease with them. Many people in Europe had been exposed to measles and smallpox. Their bodies had built an immunity to these diseases so they didn't usually become very sick when they came in contact with them. However, the natives' bodies had never seen these germs before and did not know how to fight them. Many Native Americans in Utah (and other areas where white settlers came) died when exposed to measles or smallpox.

**Visit a nearby site of one of the above conflicts. Take time to read memorials placed there and learn more about the important events that took place.**

### **Lesson 53: The Utah Territory<sup>1, 25</sup>**

After the Mexican-American War, Utah belonged to the United States. Though the Mormon settlers created their own government (with Brigham Young as governor), and made their own laws, they wanted to rejoin the United States by becoming an official state. They asked the government to call Utah the State of Deseret.

In 1850, however, the government had issues with Utah's practices of slavery and polygamy (one man having more than one wife). Instead, Utah was made into an official U.S. territory. This meant that they had no representation in Congress, could not vote for president, and had to accept leaders appointed by Washington, D.C.

Additionally, it meant that the U.S. government sent military protection and funds to Utah as needed. Utah enjoyed payments from the government for Utah officials, libraries, and protection from the military against Native Americans.

Many laws changed in Utah when it became a territory. The size of the territory shrank, giving settlers less land to work with. Slavery was left up to a vote, where Utah agreed to make it a legal practice. A legislative assembly was created, meaning that a group of men in Utah made the laws now. Brigham Young remained governor, though he was now recognized officially by the federal government. Alcohol was made illegal and property rights were outlined. Though the laws began to change, Mormons still controlled the highest offices in government, giving them the ability to make laws that aligned with their faith.

After the Black Hawk War, government officials decided it would be best to isolate the Native Americans from settlers. The federal government created reservations, or areas of land set aside for natives to live on. Utah had seven reservations.

Land on the reservations was not as fertile or rich in natural resources as where the natives had lived before. Many still struggled to survive.

Native Americans were told to abandon their way of life. The government outlawed their religious customs and beliefs. The settlers around them also worked to erase the traditions of the Native Americans.

The Mormon Church enacted an Indian Placement Program. In this program, children from tribes around Utah were taken from their homes to be raised in Mormon homes. Many of these children came because their parents saw opportunities for education, safety, and other needs. The church taught that natives were Lamanites, a cursed people from the Book of Mormon who would one day return to righteousness. Many Mormons felt that this program would allow young native children to learn the gospel and become righteous. However, Native American tribes fought hard to keep their culture strong. Today, the church's program has been ended. However, reservations still exist.

**See the map of Indian Reservations in Utah today on page 124 of *The Utah Adventure*. If possible, visit a museum or event that highlights Native American culture in Utah.**

## **Lesson 54: The Utah War and The Civil War<sup>1, 26, 27</sup>**

Native Americans were not the only group in Utah that had run-ins with the U.S. government. After James Buchanan was elected president, he wanted to fight slavery and polygamy in the lands the United States owned. He believed the best way to do this in Utah would be to appoint a new governor, someone who was not Mormon.

Buchanan was afraid the Mormon settlers would fight back if he tried to replace Brigham Young. He sent Johnston's Army (a group of soldiers led by Colonel Johnston) to subdue any rebellion.

When Brigham Young heard the army was coming, he suspected it was to fight against their religious beliefs. He burned crops outside of Salt Lake, herded cattle that belonged to the government into the city, attacked supply trains, and enacted the militia. This meant that Johnston's Army had little to eat. They were forced to camp for the winter. During this time, both sides built their armies.

However, the Mormons did not want to fight. They hoped to talk to the soldiers and find a peaceful solution. Meanwhile, they planned for the worst. The temple, still under construction, was buried and made to look like a field. Homes were evacuated. Leaders began to look for another area where the saints could settle.

Before the armies met, however, an emissary was sent to Brigham Young. Here, Young agreed to step down and accept Alfred Cumming (a non-Mormon) as governor. In return, Buchanan agreed to

forgive Mormons for all crimes and alleged crimes. When soldiers entered Salt Lake City they found it abandoned. The Utah War had ended without a shot, but it brought non-Mormons into Utah, ending the idea of an isolated Zion.

Slavery was still a big issue in the United States, however. In 1861, the Civil War began. Though the fighting was far away from Utah, the governor and other prominent leaders left to fight for the South.

Mormons in the area saw the Civil War as fulfilment of a prophecy by Joseph Smith. They believed that the war would protect the Constitution and pay out punishment to those who had persecuted them before their trek west. For most of the war, Utah simply stayed out of it.

When the U.S. president, Abraham Lincoln, promised that he would leave the Mormons alone, Brigham Young publically announced that the Mormons were on the side of the North and wanted to help keep America united. Mormon soldiers were sent to protect communication lines for the North.

Eventually, soldiers from California were sent to replace the Mormon troops. These new soldiers had heard about the rumors of rebellion from earlier and did not trust the Mormons. They guarded Salt Lake City and watched over Mormon cities carefully. It was during this time that the Bear River Massacre occurred.

The distrust between the U.S. government and the Mormons in Utah continued. Over time, several leaders were replaced by Washington, D.C. Utah, with hopes of becoming a state, continued to publically

support the war effort. Despite this, it would be years before Utah was accepted into the union as a state. However, the interactions during these two wars would bring a larger population of non-Mormons into the state, opening the door for change.

**Watch this [video](#) about Utah during the Civil War and discuss what you learn with an adult**

### **Lesson 55: Mountain Meadows Massacre<sup>1, 24, 28, 29</sup>**

During the Utah War tensions were high between Mormons and soldiers. Many soldiers had heard of the strange practices and views of the Mormons and were fearful they would resist government interference. Relationships between the Mormons and the Native Americans were also strained after several conflicts and violence on both sides. Many Mormons were fearful at the time, thinking they were being attacked from all directions. This, in addition to conflicts in the east before coming to Utah, led to a paranoia which ended in a tragedy.

During this time, a wagon train from Arkansas was making its way to California through Utah. Four months prior to their arrival, Parley P. Pratt (an apostle of the Mormon Church) had been murdered in Arkansas. Though no one in the wagon train had been a part of the murder, rumors spread among the Mormons in Utah. Likewise, the wagon train, called the Fancher Party, had heard rumors of the Mormons and many did not agree with their beliefs. Mormons were wary of the party, fearing that they would attack or help the government work against them.

Near St. George, the Fancher Party decided to camp, giving the people and animals time to rest before moving on to California. Unable to resupply in Utah which was still under Martial Law due to the Utah War, they tried to void interaction with Mormon settlers. Their camp was made in an area known as Mountain Meadows.

Rumors began about the visitors among Mormon settlers. The train was accused of stealing food and animals, of threatening the Mormons, of discussing joining with the army coming to march against the Mormons, and of being part of the group that murdered Pratt. These rumors added to the fear.

Mormon history states that the Francher Party was attacked by a Native American group before they made camp. This attack was repelled with little loss to the wagon train. However, many Native American histories refute this claim.

What happened next exactly is debated by historians. On September 11, 1857 the Francher Party was surrounded by a Mormon militia dressed as Native Americans. They were told to surrender their weapons and the men, women, and children were rounded up and promised safe passage. Men were separated from women and children. Then, under orders from Mormon leaders, the wagon train members were murdered, with only a few children surviving the ordeal. Those who lived were protected because they were under the Mormon age of accountability and considered innocent. Their belongings were either taken by the Mormons or left in ruins.

Mormon leaders placed the blame for the Mountain Meadows Massacre squarely on the head of a nearby Paiute tribe. Despite the Paiute-Mormon relationship that existed before the massacre, the Mormons claimed that the worst of the actions taken at Mountain Meadows were the fault of the natives. However, many Paiutes interviewed stated that their tribe was unaware of the massacre until it began. Upon hearing the shots, they watched from a distance, unable to stop what was happening. They stated some of the Mormon men dressed up as Native Americans, planning to blame the tribe for their work.

The Paiute tribes in the area told different views of the story. Some admitted to being part of the initial attack on the wagon train. Others claimed it was not them. However, all Paiute witness state that there were no natives involved in the massacre beyond being witnesses to it. Survivors of the wagon company later testified that they saw only white men dressed as Indians during the massacre.

When the army arrived in Utah, the Mountain Meadows Massacre was looked at. Though several people were arrested and charged, John D. Lee, a Mormon leader, was the only one convicted of involvement. Lee was executed after his trial. When the Mormons were pardoned by the president for all crimes during the Utah War, the event was not looked into again and many of those involved never faced justice.

**Visit the website [here](#) and take a virtual tour of the Mountain Meadows Massacre Monument**

# Unit 5: Sharing the Land

**Standards Taught:** SS.2, SS.2.1, SS.2.1.a, SS.2.1.b, SS.2.1.c, SS.2.1.d, SS.2.2, SS.2.1.a, SS.2.1.b, SS.2.3, SS.2.3.a, SS.2.3.b, SS.2.3.c, SS.2.3.d, SS.2.3.e, SS.2.3.f, SS.3, SS.3.1, SS.3.1.a, SS.3.1.c, SS.3.1.d

**Unit Project:** Interview someone you now that is a part of a religious or ethnic minority in Utah. Ask them about their experiences with work, school, culture, and other aspects of living in Utah. Discuss whether or not they think their treatment respects the rights they have or their own cultural identity.

## Lesson 56: California Gold Rush

Though several people traveled through Utah on the Oregon Trail, few stayed in the area for very long. When gold was discovered in California in 1849, the Oregon Trail was overrun by travelers seeking riches. Near the end of the trail, it split into California, allowing Forty-Niners (or gold-seekers) to travel to the areas where gold was being mined.

The migration of gold-seekers lasted for five years as many men sold all they had to head west. Many left their wives and families behind, hoping to send gold back home. They arrived in California poor, but hopeful.

However, most of the men who traveled to California never found significant amounts of gold. As mines dried up, many were left in poverty and had to find other employment. California soon became an official state of the union, joining as a free state with no slaves.

During this time, Utah, experienced more travelers crossing the area. This meant an opportunity to trade and sell goods for a profit.

It also meant that some members of the church were sent to California in search of riches to send back to Utah. Though the group made little progress in gold-digging, many traveled on to other areas, converting new members as they went.

**See the map of the California Trail on page 80 of *The Utah Adventure*. Then watch this [video](#)**

## Lesson 57: Store Owners

Throughout the gold rush, many people headed to California. Not all of them were searching for gold, however. Towns, called boom towns, were established wherever gold was found. These towns provided miners with all the things they needed to live while searching for gold.

Several stores and businesses popped up in boom towns. As these shops were the only ones available to miners for great distances, owners of the shops often became rich.

In Utah, business owners took advantage of those traveling across the trail as well as those who had already settled. Many of the shops and businesses established first were owned by the Mormon Church, which produced and sold goods for a profit.

However, others soon began to settle in the land. New stores and businesses were established by those outside of the church. New religions and beliefs began to enter the Utah area. Immigrants from around the world began to settle in the area, bringing different cultures with them.

**Read the information found on page 112 of *The Utah Adventure*. Then discuss with an adult how these newcomers may have influenced the culture and economy in Utah.**

## Lesson 58: Soldiers

As the Utah became a territory and the Utah War commenced, many soldiers traveled to Utah under orders from the government. These soldiers came from different areas

throughout the U.S. and brought their own beliefs and cultures with them.

After the Utah War, many of the soldiers stayed, creating a fort and living among the Mormons and Native Americans. Some disagreed with the Mormon way of life. Most, however, respected the right of U.S. citizens to make their own choices.

Soldiers sought to replace Brigham Young as governor, under orders from the U.S. President. Many people in the U.S. were fearful of Mormons and disagreed with their practices of slavery and polygamy. To calm the nation, the president ordered Brigham Young to step down as governor.

Brigham Young complied and a non-Mormon soldier was put in his place. Alfred Cumming became governor of Utah, implementing several new laws that were not practiced under the rule of Brigham Young. Cumming did not last long, however. When the Civil War began he left to fight on the side of the South in his hometown. Soon after, Brigham Young took governorship once again.

Soldiers built several forts in the area over time. Many stayed in Utah, working to protect settlers and wagon trains and remove Native Americans to their reservations while assuring the government that the Mormon settlers were under control and willing to follow U.S. laws.

**Visit this [website](#) to learn more about one of the forts built in Utah. Take a field trip to the museum, if you can.**

## **Lesson 59: The Pony Express<sup>1</sup>**

Soon, many settlers in the west were searching for a way to constantly and safely get their mail. Wagons and stagecoaches worked, but were often unpredictable. They were required to travel large distances, making the time between deliveries stretch as long as two weeks.

In response to this, the U.S. government created the Pony Express. Horseback riders carried letters from Missouri to California as fast as they could in a relay system. The letter would be collected by one rider, taken quickly to the next station, handed off to another rider, and taken to the next station. This would continue until it reached its destination.

The 400 horses that participated in the Pony Express were carefully chosen for their health and speed. They were strong and could sprint at about 9 miles per hour.

For a time, the Pony Express was the fastest way to deliver mail and news in the area it served. When the telegraph was invented, however, it became obsolete.

**Watch the [video](#) here about the Pony Express and see the map on page 146 of *The Utah Adventure***

## **Lesson 60: Stagecoaches, Trains, and the Transcontinental Railroad<sup>1</sup>**

As technology advanced, so did travel across the U.S. Wagon trains continued to cross the west, including Utah. Supplies were often brought in through these wagon trains and sold to settlers. Letters and

packages from those left behind in the east were also delivered this way.

Stagecoaches were another common way to deliver mail, passengers, and goods in the west. They could travel across the terrain more quickly and were often safer than wagons.

**See the image of a stagecoach on page 145 of *The Utah Journey***

In 1863, the U.S. government decided to build a railroad across the United States. The transcontinental railroad would reach from the east to the west coast and allow passengers and goods to be transported using trains powered by steam engines. These new engines could pull heavy loads and quickly cross large areas.

Two companies agreed to work on the railroad, which took six years to finish. One began in Nebraska, building westward. The other began in California, building eastward. Thousands of emigrants, many from China, were brought in to do the hard and dangerous work. Most workers were paid little, suffered in the cold winters and the hot summers, received little food, and were treated little better than slaves. Several died during the building of the railroad because of the conditions they endured.

The difficult work continued, however, and was completed in 1869 when the two railroads came together in Utah. A ceremony was organized to celebrate the final spike installed in the railroad, officially linking the east to the west. Many people came to this ceremony, watching as the Golden Spike was driven in by a railroad worker.

**See the images on pages 148-149 of *The Utah Adventure*. Then visit this [website](#) to learn more about the Gold Spike and the railroad. Visit the museum on a field trip if you can.**

### **Lesson 61: Mining<sup>1</sup>**

Soon after the Gold Spike was celebrated, other railroads began to be built throughout the nation. Utah connected towns by railroad and used horse-drawn railcars within cities to transport passengers and goods. The trip was quick, easy, and far safer than before. Trade and travel flourished during this time, allowing settlers to send goods away to sell in other parts of the country and buy goods from others.

In addition to adding speed to established markets, the railroad brought a new kind of boom to Utah. Rich in resources such as salt, gold, silver, copper, zinc, lead and coal, Utah became a center of mining. These resources could now be shipped throughout the nation more easily, making it more profitable to pull them from the earth.

More and more people traveled to Utah to work in mines, or in the businesses that supported miners. Towns were built around mines and immigrants traveled to the area from around the world.

Mines became the center of life for many people in Utah. Even children worked in mines, helping to raise enough money to support their family. Miners were paid \$3 each day, but faced several dangers. First, they worked long hours, often staying underground for up to 12 hours each day. Equipment was large and dangerous, often neglecting safety procedures that are

common today. Rock slides, tunnel collapses, and being accidents with large machinery were often causes of injury or death. Many miners suffered lung disease from exposure to the harmful dust and gases within the mine.

**See the images of miners on pages 151-152 and the map of Mining Towns in Utah on page 153 of *The Utah Adventure***

Many people who came to mine in Utah were searching for a way to make a living. They didn't come to escape religious conflict, like the Mormons. They weren't a united group. However, as towns were formed, they relied upon each other for survival. The mine was everything, and planning for other things wasn't important. Homes and cities were built quickly, on whatever land could be found near the mine. They didn't follow the pattern of Salt Lake City's grid system. Eventually, schools, saloons, blacksmith shops, and other businesses were built. Churches were established for the variety of religions that the miners believed in.

Eventually, many of the mines ran out of resources. Miners left town or began different jobs. Some of the mining towns became ghost towns. Others created new industries. Some are still working mines today.

**Take the time to visit a mining town near you and learn more about life there.**

### **Lesson 62: Life in Utah<sup>1</sup>**

At first, Utah settlers were made up of only one group: Mormon pioneers. However, as technology and industries changed, people

who lived, believed, and worked differently than the Mormons came and began to settle there.

Many Mormons, who had hoped to find isolation and safety from others, were disappointed that others had come to what they saw as their land. They did not like that the government wanted to exert control or that others who believed differently than them might have a say in their education, laws, and daily life.

Life was more difficult for non-Mormons in Utah. Many of the businesses and resources were already claimed by the church. They were often seen as outsiders and looked down upon by those who were already established. Like the Native Americans, many immigrants were discriminated against and sometimes not allowed to interact with certain groups of people.

However, the newcomers worked hard to survive. They built their own homes, which often were simple log cabins with dirt roofs. They planted gardens and preserved food for the winter. They took made clothing, built schools, established churches, and worked at jobs to buy what they needed.

Though conflicts existed and discrimination was woven throughout Utah, many groups found a way to live next to each other without serious issues. However, with new ideas and beliefs came challenges to laws and customs that were once accepted by the Mormon majority.

**On a blank paper, write a paragraph about a time you felt you did not fit in or were left out. Then, explain how your experience helps you understand some of**

## **the discrimination experienced by immigrants to Utah during this time.**

### **Lesson 63: Church Influence<sup>1</sup>**

Though many others had come to Utah, Mormons still held leadership positions both in the government and in religious callings. The majority of people in the area were Mormon. This meant that many of the laws, holidays, and cultural practices reflected Mormon beliefs.

For many, including those in Washington, D.C., this was concerning. They were afraid that Mormons would not respect the rights of others. Mormons believed their way of life to be endorsed and led by God. They believed themselves to be God's chosen people, more righteous than others. What would they do to protect that way of life from others who believed differently?

In many cities, Mormon leaders controlled public services. This meant that government jobs were often given to those who shared their beliefs. The church owned, through the Law of Consecration, many of the local businesses, as well. This meant discrimination could occur in jobs outside of the public services as well. The church controlled what jobs people were allowed to take, what goods they could buy, and where they could spend their time. Additionally, the church controlled what new businesses could open in certain areas, acceptable wages, and the price for many goods, making it difficult for many to begin their own shops and services.

Mormons also controlled many of the schools, influencing what and how children were taught. Even if a family believed

differently than the Mormons, their children may be taught Mormon values at school if they attended one established by the church.

Celebrations and fun were often centered on Mormon holidays and events. They ignored celebrations, festivals, and important dates from other groups. As Utah became more diverse, it was difficult to get the Mormon-controlled government to acknowledge new celebrations.

Slavery had been voted into legality in Utah. Though not many people owned slaves, there were still a few. Those with darker skin (African-Americans, Native Americans, etc.) were seen by many Mormons as lesser human beings. This led to mistreatment, discrimination, and separation between the groups. While some of the newcomers agreed with slavery, others thought it was wrong.

The biggest influence the Mormon Church had, however, was on family life. Mormon women were expected to stay home, caring for the children, their husband, and the home. They were not allowed leadership positions and were told to obey the men in their lives.

Unlike many of the immigrants, some Mormons practiced polygamy. Men were allowed more than one wife. This was morally wrong to many of the new settlers, who saw it firsthand. For many, women were unjustly treated as property of the men, ignored, or neglected by their husbands. Polygamy would become one of the biggest challenges Utah would face.

**Complete pages 116-117 of the *Utah: Know Your State Activity Book***

## **Lesson 64: Utah Becomes More Diverse<sup>1</sup>**

As more and more immigrants came and settled in Utah, the religious beliefs of the state became more diverse. Though at first only Mormon churches and temples existed, soon new churches were established.

One of the first groups in Utah was African-Americans. African-American trappers and explorers came to and settled in Utah. Pioneers and slaves were brought across the trails during the Mormon migration. Black soldiers came and settled in Utah. The African-American population in Utah grew over time. Some were brought as slaves. Others were free men, women, and children, who wanted to build a life for themselves. Eventually, the Civil War freed all slaves in America. However, African-Americans still faced discrimination in Utah. The Mormon religion taught that those with dark skin were unrighteous and could not gain the same blessings as those with white skin. As such, many African-Americans were not allowed to live in certain neighborhoods, take certain jobs, or shop in certain stores.

Seeing this discrimination, many African-Americans grouped together, creating their own towns and areas. They focused on family and community. Some began their own churches, emphasizing their own beliefs, rather than those of others around them.

Another group that was in Utah from the beginning was Hispanic-Americans. As Utah originally belonged to Mexico, some Hispanic people settled here. More people from Mexican territories came as farms were established and the railroad was built,

providing jobs. Many spoke Spanish and belonged to the Catholic faith. Catholic churches and cathedrals were eventually built in Utah. However, Hispanic-Americans also faced discrimination. Often only allowed difficult jobs and little pay, many families were poor for several generations.

When the railroad began, many Chinese people were brought to Utah as laborers. They were treated unfairly and endured difficult conditions. When the railroad was finished, they were left without work. Many became farmers, miners, or business owners. Celebrations such as Chinese New Year came to Utah as Chinese immigrants taught their children and neighbors their traditions.

Jews, Italians, Japanese, and Greeks also traveled to Utah. Many stayed in Utah, finding work on farms, in mines, or as business owners. Most spoke only their native language, making communication between groups difficult. Neighborhoods were formed as those of similar backgrounds settled in together, supporting each other in their daily life. Food, celebrations, customs, and religions were established in Utah from each of these places, creating a more diverse culture.

**Read the stories of Utah immigrants found on pages 156-161 of *The Utah Adventure***

## **Lesson 65: Minorities in Utah<sup>30</sup>**

Though many different people settled in Utah, segregation was a regular practice. Sometimes, groups segregated themselves, creating entire towns that only had members of their own native group. At other times,

groups were forced into segregation by differing beliefs, prejudice, and misunderstandings from others. The separation between groups made it difficult for them to communicate and understand each other. Rather than learning from each other, many began to mistrust, dislike, or even harm groups different than their own.

One of the worst examples of this hatred was the Klu Klux Klan. Though this group existed throughout the U.S., it had three periods of popularity in Utah. It focused on terrorizing and scaring freed slaves, African-Americans, and new immigrants. This group believed America should belong only to white people, born in the U.S. They attacked homes, churches, and towns of those they disagreed with and harmed people different than them.

The influence of the KKK in Utah was limited and its short bouts of power were largely ignored. However, minorities (or groups who do not make up most of the population) in Utah were still harshly treated by their neighbors who were not a part of this group.

Through discrimination and segregation, many minorities were limited to the hardest, most dangerous, and least profitable occupations. Many lived in poverty with few chances at advancement. They were treated as second-class citizens, not good enough to enjoy the same things as those who made up the biggest group in the state.

As they had little chance at holding political office, many were denied their rights for a time. Slavery was one of the most extreme examples of this. Men, women, and children could not attend school, live in their

own homes, practice their own religion, or be treated as anything other than property under legal slavery. After the Civil War, slavery ended. However, the treatment of minorities did not change much.

Though most did not suffer under slavery in Utah, they still faced disadvantages because of their race. Native Americans were not allowed to vote, people were not allowed to marry outside of their race, and property rights were not respected. Many minorities saw attempts by others to take their land and homes and force them into lesser accommodations. Businesses often sent away those of certain races, denying service.

**Discuss with an adult a story from history that reminds you of this lesson. When was a certain group treated unfairly because of the color of their skin? Discuss whether or not you think this treatment was unfair and how changes were made to improve upon the situation.**

### **Lesson 66: Women in Utah<sup>1</sup>**

The final, often overlooked, minority in Utah was women. Women in Utah were often treated as lesser than men and sometimes were considered property of their husbands. Mormon women were not allowed to hold leadership positions in the church or in society. Everything they did had to be approved by men who held positions over them. Polygamy put several women under the roof of a single man, diminishing their voices even further.

Even as immigrants came to Utah, many women were denied the ability to own property, serve on juries, vote, or hold office. Women were often left voiceless in

the way their cities were built, their governments ran, and their laws were created.

In 1870, Utah became the first U.S. territory to allow certain women to vote. As more people in the U.S. learned about polygamy, many became wary of the Utah area. Leaders decided to allow women to vote in order to prove that they were listened to and respected. This choice would change Utah forever.

Women in Utah joined and led many suffrage movements across the nation, fighting for the right of all women to vote and be involved in public matters. Women were soon granted the ability to vote across the nation. They began to hold public office

and gain the ability to influence the world around them.

After women gained a voice, many laws and practices began to change, both in Utah and in the nation. Women won the right to own property, enter into contracts, run for office, and work outside the home.

**Visit the websites [here](#) and [here](#) to learn more about some of the heroes of the women's right movement in Utah. Then, create an artistic work representing this accomplishment. For example, a poster outlining why women should be allowed to vote, a painting of the first women's vote, or a sign encouraging women to voice their opinions on a public matter.**

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# Unit 6: Becoming a State

**Standards Taught:** SS.2, SS.2.1, SS.2.1.b, SS.2.1.c, SS.2.2, SS.2.2.a, SS.3, SS.3.1, SS.3.1.s, SS.3.1.b, SS.3.1.d, SS.3.1.e, SS.3.1.f, SS.3.1.g, SS.3.2, SS.3.2.a, SS.3.2.b, SS.3.2.c

**Unit Project:** Create a visual art project that represents your rights and responsibilities as a citizen of Utah and the United States. Use what you know about the constitution as a guide and ask an adult for help if needed. Some ideas are: a poster, collage, painting, drawing, or any form of graphic art.

## Lesson 67: Utah Statehood<sup>1</sup>

Though the Mormon pioneers who settled in Utah first sought a place outside of the United States, the Mexican-American War made the land a part of the United States. For nearly five decades after, Utah citizens asked to join the union as a state.

During this process, the rest of the United States experienced a time of division and tension. Many people in the southern states believed that slavery should be legal and the government had no right to take their ability to keep slaves away. Slaves were seen as property and, to them, protected under the U.S. Constitution. Those in the northern states, however, saw slaves as human beings who deserved their own freedoms and rights. For a time, these states were balanced in number, giving both sides the ability to be represented in Congress where laws are made. Adding a new state, however, would tip the scale in whatever direction that state determined was right.

When Utah became a territory, citizens voted to allow slavery within the area. This added to the tensions that eventually turned into the Civil War. Slavery was one major obstacle to Utah's statehood.

Another obstacle to Utah's statehood was the Mormon church itself. After the conflicts in Missouri, many people did not trust the Mormon leaders or followers. Rumors of fraud, violence, and strange religious practices followed the church, even in Utah. Some of these rumors were exaggerations. Others, such as attacks on Native Americans and wagon trains, were true.

The most debated practice of the Mormons in Utah was polygamy, or the marriage of one man to more than one wife. Many people of the time saw this practice as immoral and wrong. Across the United States, citizens called on their representatives to reject Utah statehood while polygamy existed there. Though few Mormon men practiced polygamy, it was extensive enough to raise concerns around the nation, as well as among non-Mormons in the Utah area.

When Utah was first settled, almost all of the citizens were members of the Mormon church. This created another obstacle to statehood. Americans believed that, if allowed to become a state, Utah would continue to be run by church leaders and members, giving a religion control over government issues. Religious leaders would be able to make laws in the state and vote on laws for the nation, giving them too much power and control over the people.

As Utah became more diverse, certain rights of those who did not believe the same things as the church were not always protected. Under the U.S. Constitution, every citizen has certain rights that cannot be taken away by the government. However, Utah leaders often ignored those rights under the banner of religious freedom. Many laws passed while Utah was a territory reflected Mormon beliefs, especially because Mormons were a majority and could out-vote other groups. Religious segregation occurred, with little interaction between Mormons and non-Mormons.

Additionally, the Mormon church owned much of the land and ran many of the businesses and farms in the area. Members

were expected to live under the Law of Consecration, giving all they had over to church ownership. This gave church leaders control over the daily needs of everyone living in the area. The church controlled jobs, food, school, and laws. Many Americans felt that this needed to be corrected before statehood could be granted, leading to the Utah War, as well as other changes.

**Read the story below. Then discuss its moral with an adult and talk about a time when you felt that something unfair happened to you because others had more power than you did. How could this imbalance of power interfere with the protection of rights for minorities? What document do we have that protects American citizens against this?**

**Once, there were three friends: a lamb and two wolves. These friends played together all morning in the warm spring sunshine. As the day wore on, the friends became hungry and decided to vote on what to have for lunch. The lamb wanted to eat the green grass growing around him. The wolves, however, voted to eat the lamb. This left the vote at 2 votes for eating the lamb and 1 vote for grass. The wolves won the vote.**

#### **Lesson 68: The Edmunds Act<sup>1, 31</sup>**

Utah applied for statehood seven times between 1849 and 1893 and the same issues came to light each time. Congress denied Utah's statehood until certain conditions could be met. However, believing they had the right to religious freedom, many living in the Utah territory continued their lives according to their beliefs.

In 1882, Congress passed the Edmunds Act. This law made polygamy illegal in the United States and its territories. It was a direct reaction to Mormon practices of marrying more than one woman to one man. Mormons believed that these marriages were commanded by God and were taught by their prophet that they were the only way to reach the highest parts of heaven. Others throughout the country and non-Mormons in Utah felt that the practice was unfair to women and morally wrong.

The Edmunds Act set specific punishments for those found guilty of polygamy, allowing for fines and imprisonment. It made it illegal for more than one woman to live with a man, for future polygamous marriages to be created, and for those who practiced polygamy to serve as jurors. It also affected the ability of women to vote and forced many polygamous wives into their own homes, creating financial hardship. Polygamists also lost the right to vote, making many church leaders lose power over politics.

Though it was now illegal, polygamous relationships continued within the Mormon church for years after the Edmunds Act. Many men went to jail, marriages were performed without the consent of the government, and non-Mormons in the area became more frustrated with those who insisted on practicing polygamy.

**Read the information found on page 68 of *Utah: Know Your State* and complete the activity listed or ask an adult to help you define the terms listed in relation to our state government.**

**Lesson 69: The Edmunds-Tucker Act<sup>1, 32,</sup>**  
33

Five years after the Edmunds Act was passed, polygamy was still a problem in Utah. Though it was now illegal, many continued the practice in secret. Others willingly went to jail or paid fines to continue to live according to their religious beliefs.

In 1887, President Cleveland asked Congress to eliminate the practice of polygamy within any land owned by the United States once and for all. Polygamy, he stated, would ruin traditional marriage, encourage non-traditional families, and lead to an immoral and weakened nation.

In response, Congress passed the Edmunds-Tucker Act. Though the president refused to sign in, the law went into effect, updating the previous Edmunds Act. This law required anyone who voted, served on a jury, or held public office to take an oath against polygamy. It required a license for any marriage, made women testify against their polygamist husbands, and took political offices away from local judges, replacing them with federal ones. Women lost the right to vote. The law also allowed the seizure of money and property from the Mormon church. The government was to use the money seized to fund schools.

Under the Edmunds-Tucker Act, polygamy laws were strictly enforced by the federal government. However, many in the church continued to practice against the law or moved to other locations without such laws. The seizure of money from the church meant fewer Mormon immigrants to Utah and the U.S. In Utah, the Mormon religion

experienced a loss of control, property, and influence. Non-Mormons, though still outnumbered, began to see laws that protected their right to believe as they wanted.

**Read the information found on the right side of page 167 in *The Utah Adventure*. Then, complete the activity on pages 54-55 of *Utah: Know Your State***

**Lesson 70: The Manifesto<sup>1, 34</sup>**

By 1890, the practice of polygamy had been legally ended in the United States. Mexico and Canada, too, outlawed this type of marriage. However, some still practiced plural marriage openly or in secret within the church. Many endured fines and jail time. Others traveled to Mexico or Canada to marry second or third wives. Still others hid from government officials to avoid punishment. Many within the Mormon church who practiced polygamy believed it to be a commandment from God and determined that they would follow God above the laws of men. John Taylor, the president and prophet of the church during this time, died while hiding from legal punishment for plural marriage.

After John Taylor, a man named Wilford Woodruff became president and prophet of the Mormon church. In 1890 he wrote and released a statement on polygamy to members of the church. The practice would end, it said, and no new polygamist marriages would be condoned by the church. During this time, church leaders also sold businesses and land and encouraged members to vote along party lines to gain the approval of Americans and increase their chances of achieving statehood.

Though the church had officially ended the practice of plural marriage, many continued to live with plural wives, including Woodruff himself. Additionally, plural marriage for eternity was, and still is, practiced in the church. Under this doctrine, men may be married (or sealed) to more than one wife in the afterlife. If a woman divorces her husband or dies, he is still sealed to her and may be sealed to another woman as well. These marriages, it is taught, are valid after death and for all eternity.

In 1904, the government began an extensive investigation into the continued practice of polygamy among Mormons. During this search, leader of the church, Joseph F. Smith, once again told church members that doctrine forbade plural marriage. Several people still practicing were excommunicated, including some church leaders. Some, who were married before the policy change, were allowed to continue to live with their plural spouses, living until the 1950's. However, those who lived with multiple wives were not allowed to hold church callings.

These changes to the teachings of the church cause splits within the church. Some left, starting their own churches elsewhere that continued to practice polygamy. Some of these splinter groups still participate in plural marriages today.

**With an adult, read the Manifesto [here](#). Then, discuss how the following groups must've felt when it was announced: women in plural marriages, men in plural marriages, non-Mormons in Utah, Americans away from Utah.**

## **Lesson 71: The Utah Constitution<sup>1</sup>**

After decades of applying for statehood and being rejected, Utah finally became an American state in 1896. Utah was the 45<sup>th</sup> state accepted.

Before it could become a state, Utah had to make changes to its policies about slavery, plural marriage, and separation between religion and government. It also had to write a constitution that would be approved by the president and Congress.

One hundred and seven men were appointed as delegates and tasked to write Utah's constitution. After nine weeks of work, these men had created a document that outlawed polygamy in Utah forever, gave women equal rights in voting and running for office, and separated church and government ensuring that no person would be discriminated against because of their religious beliefs. Mormon pioneers could no longer use government power to create laws that violated the rights of minorities.

In 1895 the citizens of Utah voted on and approved the constitution and elected new government officials. Marth Hughes Cannon, the first woman ever elected to the senate, was one of these officials.

**Read the quotations on pages 168-169 of *The Utah Adventure* to understand how people in Utah felt about becoming a state**

Utah's constitution set up a government modeled off the federal government and U.S. Constitution. It outlined the rights of the people and the duties of government officials. It allowed citizens to elect representatives to speak for them and create

laws which Utah citizens agreed to follow. These representatives could be replaced if they didn't listen to the voice of the people.

Both the federal and Utah state government is broken into three branches. Each of these branches, or groups, has a different job and different people elected to fulfil those jobs.

The executive branch was created to enforce the laws. In a state the head of the executive branch is the governor, who can serve for four-year terms as many times as they are elected by the people. The governor commands the state militia, suggests ideas for new laws, creates the state budget, signs laws passed by the legislative branch, and ensures that laws are enforced. Utah has had several governors from both major political parties: the Democrats and the Republicans.

The legislative branch has the ability to make laws. It is made up of several representatives from each area of Utah. These representatives meet in two groups: the House and the Senate, and meets in the State Capital. Here, the groups introduce bills, or ideas for new laws each January and during special sessions. They then discuss the ideas, known as bills, debating the good and bad things about it. They also listen to the thoughts of those they represent for each idea. If the new idea gets enough "yes" votes from both the Senate and the House, it goes to the governor for approval. Once he signs the bill, it becomes a law.

Finally, the judicial branch of the government is tasked with interpreting the law. In this branch judges who are elected by the people decide how to fairly fit the laws passed to each case. If someone is

accused of a crime, it is the job of the judge to ensure that person has a trial, allowing both the accused and the victim to explain and prove their sides. Then, the judge determines the punishment if the accused person is found guilty.

Judges also have the job of comparing laws passed by the legislature to the constitution. If a law is passed that violates, or goes against, the constitution it cannot be enforced. The constitution protects the rights of each person living in Utah and outlines which rights the government has no ability to take away. If a law is found to take these rights a group of judges can dub the law as unconstitutional. This erases the law as if it never existed.

Each of these branches has the power to check and balance the others. Utah's constitution was created so that no one person could rule the state. The branches have to work together in order to create, enforce, and punish according to the law. They are limited in what they can do by the constitution and by the power of the other branches.

The ultimate power in Utah (and America in general), however, lies with the people. Utah citizens can vote, picking who will represent them. Citizens can choose people who believe in the same things as them or want to find solutions to the same problems. If a representative does not listen to the people or passes bad laws, they can be voted out of power. Representatives must live in Utah and can be ordinary citizens who want to serve in office which means that you could one day run for office. Utah citizens have the ability to make changes to the constitution as well. This is done by vote.

This means that every citizen of Utah has a role in the government, as well. Even if they don't run for office, citizens should get to know the candidates, learn about and discuss important issues, and vote to protect the rights of each citizen. Citizens have the ability to let their representatives know how they feel about each law and why it is important to them. In this way each Utah citizen has a voice in how the state is run.

**On a blank sheet of paper, copy the tree image on page 172 of *The Utah Adventure*. Below each branch, write the duties of that branch.**

### **Lesson 72: Statehood Granted<sup>1</sup>**

When Utah became a state, it modeled its government off of the United States constitution which broke up the power of the government into three branches. The legislative, judicial, and executive branches each had a role and no one branch could control everything on their own. The Utah government had to answer to and work with the federal government, giving citizens an added layer of protection.

This form of government was copied again at a local level. Utah was broken into counties and cities. Citizens were given the ability to vote, help create laws, and be represented by county officials as well as officials in their own city. These local governments could make rules, provide services, and search for solutions that were specific to the smaller area they controlled. A farming town, for example, may need to discuss where houses would be built and where fields would be preserved. A town that is more urban may have to deal with increased traffic and the need for more

roads. Local governments gave the people the organization they needed to handle these issues.

City and county governments worked within the rules passed down by the state government. The state government worked within the laws of the federal government. In this way, rights of citizens are protected and representatives at each level must answer to the people who voted them into office. Additionally, tribal governments exist on reservations for Native American tribes. These governments create and enforce their own laws on tribal lands.

**See the map of Utah Counties on page 176 in *The Utah Adventure*. Find the county you live in.**

In addition to making, enforcing, and ruling on laws, government filled the role of providing certain services. Taxes were set up to pay for law enforcement (police officers), firefighters, and paramedics. Public parks, roads, and libraries were established. Public works systems for water, sewer, gas, and electric were eventually implemented. City planning, health services, schools, and other services are also provided by Utah citizens through government organization of taxes collected.

No matter the level of government, there are certain rights that no official has the ability to take from citizens of the U.S., including Utah. These are outlined in the Bill of Rights, a part of the U.S. Constitution. In this document, the right of citizens to free speech, freedom of religion, freedom of assembly and petition, freedom of the press, the right to bear arms, freedom from quartering soldiers, freedom from unlawful

search and seizure, and certain rights for people accused of a crime (including the right to a trial). It also explains that the rights not outlined in the Bill of Rights are chosen by the people. The Bill of Rights is a legal document that ensures each person the ability to live in freedom within the U.S. It protects their life and property, allowing for each person to work hard and become whatever they want.

**With an adult, read the Bill of Rights [here](#) and discuss the rights of each American citizen outlined in it. Then, discuss the responsibilities that come with these rights. Examples include: be informed, tell the truth, be trained in gun use, serve on jury duty, speak up about important issues, follow Constitutional laws, and understand and know your rights so you can protect those around you.**

### **Lesson 73: Utah's Constitution and Symbols<sup>1</sup>**

Each state within the United States has a government within in. The state government operates much like the federal government, but has more powers in some aspects of daily life for its citizens. The responsibilities and rights of government officials and normal citizens are laid out in the state constitution. This documents tells those living in Utah how laws are made within the state, who is responsible for what, and what to expect from the government.

Upon entering the union and becoming a state, Utah promised to obey the U.S. Constitution. This meant that Utah could not vote for representatives in Congress (where laws are made for the nation), vote for president, and help shape national laws

by sending its own representatives. It also meant that the federal government would send funds, in the form of taxes, to help build schools, libraries, and other important parts of life.

When Utah became a state, it also created its own constitution. The state constitution had to obey the rules laid out in the U.S. Constitution. However, it also created new laws and protected certain specific rights of citizens who lived in Utah. Utah's constitution made plural marriages (married to more than one person) illegal forever. It granted women equal rights as men, allowing women to vote, own property, and run for office. It separated the powers of church and government, making it illegal for a church to control laws, policies, and other political aspects. This was meant to end religious discrimination throughout Utah and encourage the freedom of all citizens to choose their own beliefs. Utah's Constitution also ensured that the state would follow the Bill of Rights, protecting the rights outlined for each citizen.

Over time, Utah adopted symbols that represented the state. One of these symbols is the state flag, which can be seen [here](#). Recently, Utah decided to adopt a new design for the state flag, which can be seen [here](#).

**What do you notice about these two designs? What do they have in common? What do you think the symbols represent? Discuss these questions with an adult.**

**Other state symbols can be found on pages 254-255 of *Know Your State*.**

**Review these symbols and take time to learn more about them.**

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# **Unit 7: Improving Technology, Improving Life**

**Standards Taught: SS.1.2.c, SS.1.3.c, SS.2, SS.2.2,  
SS.2.3, SS.2.3.a, SS.2.3.b, SS.2.3.d, SS.2.3.e,  
SS.2.3.f, SS.3.1.c, SS.3.1.e**

**Unit Project: Live for five hours without the use of electricity to see how it changes your life. You may want to go camping or simply turn off the electronics in your home. Discuss with an adult how the day was different without electricity and what was more difficult. Point out what you liked.**

## **Lesson 74: Electricity<sup>1</sup>**

Technology continued to develop and bring more convenience and speed to people's lives. This helped people to communicate more quickly, get more work done, and travel larger distances. It meant that goods could be traded across the world, more resources could be used, and recreation (fun) became more accessible in new ways.

One of the most important technologies discovered was the safe use of electricity. Electricity had been studied for years, but in the late 1800's generators were invented. Generators allowed for electricity to be created and used safely in a specific area. This helped cities and, eventually, homes, run on electricity.

The invention of safe methods for using electricity brought new inventions that could use this new power. Rather than wood or coal, stoves and heaters now ran on electricity. Rather than using candles for light after dark, lightbulbs were invented. Washing machines, refrigerators, and vacuums, along with other household appliances, were created. This made work much easier and quicker for many people.

Electricity didn't just help in the home, however. Schools benefited from extended hours with new lights that could help students see after dark. Businesses could stay open longer and machinery became more efficient. Jobs that were previously too time consuming or too dangerous utilized electricity to increase profits and decrease risk.

Additionally, electricity meant that lines needed to be placed between generators and

the homes, schools, or businesses that would use the electricity. These wires were often made of copper. In Utah, this meant new copper mines were created, giving new jobs to the area. Kennecott Copper Company is still Utah's biggest mining company today.

More efficient and convenient tasks also made it possible for more women, who usually did the housework, to leave their homes and find jobs in their community. Now that laundry and cooking took less time, women were able to work for others and earn money as teachers, nurses, store clerks, and in other jobs.

By 1879, Utah had several power plants where electricity could be generated and sent through power lines to schools, homes, and businesses. Soon, streets were lined with lights and streetcars ran through the cities using electricity as power. Not long after, new discoveries were made which further improved the ways Utah citizens traveled, worked, and communicated.

**Complete the unit project for this unit today. Then, record what you learned in your journal.**

## **Lesson 75: Cars, Radios, and Movies<sup>1</sup>**

Early in Utah's statehood, most people got around on horseback or using mules and other animals. Traveling long distances meant riding on a stagecoach or train. However, by the 1920's, automobiles were invented. Henry Ford was one famous auto-maker. Cars became popular and many people purchased one for their family. As cars increased, the amount of animals used for travel decreased. This meant new roads,

new factories, and the need for things such as gas stations and motels.

Another new technology was the radio. This device was put in homes, where users could tune the radio to certain channels and hear news, music, stories, and programs. Many families owned a radio and it was popular for households to gather around it each day as a form of entertainment.

Not long after the radio became popular, technology was invented that allowed for the creation of motion pictures, or short movies. At first, movies included no sounds and were completely silent. However, by the late 1920's audio was added. Movie theaters were created and many people went here to gather news, watch fun shows, and see friends. Movie theaters were fancy, palace-like establishments where people gathered often. It wasn't long before televisions were invented, bringing motion pictures into homes across America, allowing people to hear and see programs, news, and stories.

**Take time today to listen to a radio program or watch an old movie from the 1920's or 1930's.**

### **Lesson 76: Industrialization<sup>1</sup>**

As technology improved, businesses changed the way they ran. Though Utah maintained **rural** and agricultural areas for farming food (plants and animals), many areas became more **urban**.

Factories and mines became a big part of Utah's industrialization. Here, many people could find work where they were paid by business owners. Farming was difficult and

not always as profitable. Urban areas also had more to offer in recreation and fun (e.g. movie theaters, art centers, etc.). Many people began to move from the country into the city, taking jobs in mines and factories. They began to build **suburbs**, where many houses were built close together, and work in urban city centers.

Mines in Utah provided gold, iron, copper, silver, and coal to Utah citizens. Extra resources were sold to others around the country, traveling by train, automobile, or eventually, airplane.

Factories took in raw materials and created a finished product. They often established an assembly line, where one group of workers would complete a first task, hand the materials over to another group, which would complete the next task, and so on until the product was finished. This meant long hours and boring work for many workers.

However, products were made more quickly because resources and labor were put into one place. This made items cheaper to produce, making the end product more affordable for more people. It also provided a work schedule in which people knew when they were to work and when they had time for fun, or **recreational**, activities and an income for many that was reliable and predictable, something that farming could not provide. During this time, many people in Utah enjoyed baseball games, amusement parks, dancing, and other fun activities that an urban environment provided.

**First, use a dictionary to look up the meanings of the words from this lesson that are in bold font. Discuss these**

**meanings and examples of them from your own life. Then, watch this [video](#) on assembly lines and discuss what it would be like to work on one.**

### **Lesson 77: Labor Laws and Faults in Industrialization<sup>1</sup>**

Though factories and an urban lifestyle brought more money, fun, and free time for many people, it also had problems. While many business owners tried to be fair to their workers, some took advantage of people who needed work after moving to the city. Some workers were forced to work very long hours, giving them little time to rest or be with family. Some endured dangerous conditions which could harm or kill them over time or during times when things did not go perfectly. Others were unfairly fired or did not get paid for their work. Some workers were very young children, who missed out on school and play with friends to work long, dangerous, and boring jobs. At times, workers were paid very little by business owners who wanted to cut costs and increase their own profit, leading to poverty among workers who couldn't afford to buy homes, clothing, and food with the money they made.

Workers soon created unions, where many workers grouped together to discuss changes they wanted to see with their bosses. This allowed for many people to have their concerns heard as a group, giving them more influence on their bosses than they would have as individuals. Unions fought for better pay, safer work conditions, and fewer hours. Together union workers would petition, or speak out against, the unfair practices their bosses enforced. At times they would go on strike, refusing to work

until their demands were met. This meant the business was losing money because no products were being produced. Unions also worked with government representatives to change laws and enact new policies that would protect workers.

Eventually labor laws were enacted by the federal and state governments. These laws stated that workers should not be expected to work more than eight or nine hours a day, that children were not allowed to work in certain jobs and only for a set amount of hours in other jobs, that workers could not be fired without reason, and that a minimum wage was to be established. This meant that workers could not be paid less than a certain amount per hour worked.

Laws were also enacted to protect workers while they were on the job, making changes to the processes or providing protective equipment to protect health and life. Rules about food preservation, garbage disposal, pollution, and sewer systems were also implemented.

Labor laws made work fairer in some ways, allowing fewer business owners to take advantage of those who needed a job. However, urbanization made many people dependent upon others for food, water, and basic needs. While in rural areas many people produced their own food, built their own houses, and sewed their own clothing, urban citizens had little space or time to do these things. Factories and other businesses created cheaper and more convenient ways to complete these tasks and stores in which urban dwellers could purchase what they needed. However, in a city families produced few things on their own and were forced to depend on the work of others and

their income to be provided for. If their income failed (e.g. they lost their job), a business closed, or there weren't enough resources to go around, many people could not provide those needs themselves and were left without. Finally, industrialization left many dependent upon others to provide work for them, giving business owners and advantage and sometimes leaving workers very poor.

**Create a pros-and-cons list comparing urban and rural living during this time. List the good things that came with living in the country and the city. Then, list the bad things that came with each. Finally, discuss with an adult which type of living you prefer and your reasons why.**

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# Unit 8: War and Major Events

**Standards Taught: SS.1.3.c, SS.2, SS.2.1, SS.2.1.b, SS.2.1.c, SS.2.1.d, SS.2.2, SS.2.2.a, SS.2.2.b, SS.2.2.c, SS.2.2.d, SS.2.2.e, SS.2.2.f, SS.2.2.g, SS.2.2.h, SS.2.2.i, SS.2.2.j, SS.2.2.k, SS.2.2.l, SS.2.2.m, SS.2.2.n, SS.2.2.o, SS.2.2.p, SS.2.2.q, SS.2.2.r, SS.2.2.s, SS.2.2.t, SS.2.2.u, SS.2.2.v, SS.2.2.w, SS.2.2.x, SS.2.2.y, SS.2.2.z, SS.2.3.a, SS.2.3.b, SS.2.3.c, SS.2.3.d, SS.2.3.e, SS.2.3.f, SS.2.3.g, SS.2.3.h, SS.2.3.i, SS.2.3.j, SS.2.3.k, SS.2.3.l, SS.2.3.m, SS.2.3.n, SS.2.3.o, SS.2.3.p, SS.2.3.q, SS.2.3.r, SS.2.3.s, SS.2.3.t, SS.2.3.u, SS.2.3.v, SS.2.3.w, SS.2.3.x, SS.2.3.y, SS.2.3.z, SS.3, SS.3.1, SS.3.1.a, SS.3.1.b, SS.3.1.c, SS.3.1.d, SS.3.1.e, SS.3.1.f, SS.3.1.g, SS.3.1.h, SS.3.1.i, SS.3.1.j, SS.3.1.k, SS.3.1.l, SS.3.1.m, SS.3.1.n, SS.3.1.o, SS.3.1.p, SS.3.1.q, SS.3.1.r, SS.3.1.s, SS.3.1.t, SS.3.1.u, SS.3.1.v, SS.3.1.w, SS.3.1.x, SS.3.1.y, SS.3.1.z, SS.3.2, SS.3.2.a, SS.3.2.b**

**Unit Project:** Choose one of the major events listed in this unit and write a one-three page report about it. Take the time to conduct research using both books and online sources. Search for primary sources, especially. Gather information, create an outline, and then begin to write your report from your organized information. Type your report, cite your sources, and ask someone to proof-read it. Then, make corrections and changes as needed and re-submit your polished work.

## Lesson 78: World War I<sup>1, 35</sup>

In 1914, war took hold of Europe. Several countries had promised to protect each other and, when two of these countries went to war, many others followed in order to protect their allies. Though America stayed out of this war for a time, it sent supplies and soldiers to help allies.

Eventually, though, Congress agreed that the U.S. needed to enter the war. This became known as World War I. The technologies that made life better around the world, also made the war more destructive and deadly. New bombs, guns, vehicles, and scientific discoveries were put to work, making WWI the deadliest war that had ever happened. More than 16 million people died.

Utah citizens joined in with other Americans as the U.S. entered the war. In order to protect allies and its own merchant ships, the U.S. called soldiers to fight in the war. Some of these soldiers came from Utah. Additionally, women signed up as nurses to aid in the war effort. Businesses changed their production to make the things soldiers needed (e.g. airplane parts, guns, bombs, submarine parts, etc.) and families began to grow small gardens to help produce more food so extra could be sent to soldiers.

Though the war never came to Utah, it impacted the way businesses ran and families prepared for daily life. It showed people around the world how destructive the new technologies they relied on could be. Many hoped the world would never fight in such a war ever again. However, the end of the war left Germany and its allies ruined and without the resources they needed. It also made allies more willing to protect each

other. This would eventually lead to another war.

**Watch this [video](#) about WWI and discuss what you learned with an adult**

## Lesson 79: The Great Depression<sup>1</sup>

After the war, many people returned to their homes in America, including Utah soldiers. These people needed jobs to support their families. However, with the war over, many businesses struggled to adjust to fewer profits and new products. They had spent time and energy creating things needed for war and, now that the war was over, many of these products were no longer in demand (or needed by customers). During the war, factories had found ways to become very efficient, helping them produce more goods. However, after the war, fewer people could afford or needed those goods, leading factories and farms alike to have too much product. This meant things sold for a lower price because they were easy to get. Lower prices meant businesses made less money and needed fewer workers, leading to many people being fired because their labor was not needed.

With few jobs and little demand for new products, many people could not afford the things they needed. This led many families to live on credit, or to borrow money from banks which would need to be paid back with interest (a fee banks charged for allowing their money to be borrowed).

**See the image at the bottom of page 190 of *The Utah Adventure* and note the cycle of things that happened.**

Few jobs, low prices, and purchasing on credit caused the entire financial system in the U.S. to collapse. As people stopped supporting businesses and banks could not collect the money people owed them, the Great Depression began.

The Great Depression lasted for ten years. Many people did not have a job, could not purchase the food they needed, and lost their homes because they could not pay back loans. Businesses failed because people were not buying their products. Many farmers lost their land.

Though many groups tried to help those who were suffering, it was difficult for people struggling to help others. Churches worked to provide for the poor, grow extra food, and help people find homes. In Utah, the Mormon church created a welfare system, creating jobs for people on their farms and allowing them to purchase food grown with their earnings.

Additionally, the government tried to end the Great Depression and help those who were suffering. They created a set of laws called the New Deal. This created a retirement fund called Social Security, in which workers paid a certain percentage of their money to the government. This money was then given out as loans, used for lunches for children, and to train people for new jobs. The government also used tax money to start new projects, which gave jobs to people who needed them.

However, government programs led to an increase in taxes, forced those who had money to pay for those who did not, and did not end the Great Depression. Many people struggled to buy basic things and often did

not eat a meal each day. The Great Depression made life very difficult for many people and did not end for many years.

**Watch these [interviews](#) of people who lived through the Great Depression. Discuss with an adult what it would be like if you had to live through this difficult time**

### **Lesson 80: World War II<sup>1</sup>**

The Great Depression continued until the United States entered another war. World War II began when Germany, unhappy with the treaty forced on them at the end of the First World War, began to invade other European countries. Alliances that had been made before continued between several areas and soon, most of the world was at war once again.

The United States did not enter the war until they were attacked at Pearl Harbor by Japanese planes. The planes bombed and sunk several warships that were stationed there. After the attack, the U.S. declared war on Germany and Japan, entering the war allied with Russia and Great Britain.

Soldiers from all around the U.S., including Utah, went to Europe to fight in the war. They found horrible conditions and a violent and bloody battlefield. Concentration camps were discovered, where Jews and others people determined to be unworthy by German officials were forced to work, tortured, and killed.

In the U.S., as the men left women left their work at home and took up jobs men normally filled. Many businesses focused once again on producing the things needed

for war. In Utah, parachutes, bullets, guns, and steel for battleships were created. As production shifted to war materials, U.S. citizens saw a decrease in food and other daily supplies. This led to rationing, or government control over how much of a product one person could buy. Citizens were given ration books, each holding a coupon for their monthly amount of goods such as flour, sugar, meat, butter, and coffee. A person was only allowed to buy as much of each product as their book of coupons stated. This meant many people went without.

World War II lasted for years and many men were called to fight. Though Americans did not experience battles around their homes like Europeans did, many felt a responsibility to help in any way they could. Even children worked to aid soldiers by collecting scrap metal to be used by the military.

On June 6, 1944, Allied (U.S. and their allies) soldiers landed in Normandy, France and took the beach from Axis powers. This was the beginning of the end of WWII. As Allies took land back from Germany, they freed those under attack and in concentration camps. However, even after Germany was defeated, the war with Japan continued.

In Utah, a group of soldiers trained in hopes of ending the war. Their mission was to drop two atomic bombs on Japanese cities. These bombs were new technology, had never been used in war before, and were so strong they would kill nearly everyone in the city as well as others around it.

In August of 1945, the soldiers completed their mission. The Japanese cities of

Hiroshima and Nagasaki were bombed and nearly 230,000 Japanese citizens were killed. Soon after, Japan surrendered and WWII ended. However, the memory of the only atomic bombs to ever be used in war persisted.

**If possible, complete pages 60-61 of the *Utah: Know Your State Workbook*. If you cannot find someone to interview, help your child find a video of an interview, define the words listed on the page, or research online to find answers to questions they have about WWII. Ensure that you preview each source and that it is appropriate for your child before showing them. WWII images and videos may show graphic content.**

### **Lesson 81: Internment Camps<sup>1</sup>**

After the attack on Pearl Harbor, many Americans became wary of Japanese immigrants and their descendants. Fearing that these men, women, and children were spies that would give information to the enemy, internment camps were created across the United States.

Americans who had emigrated from Japan or had Japanese ancestors were rounded up, taken from their homes, and placed into a government camp. These camps were surrounded by a fence and heavily guarded. Though homes, schools, and work were provided, those living in the camps were prisoners.

There were 10 internment camps in the United States. One was in Utah. The Topaz War Camp, near Delta, Utah, held more than 8,000 people. Some prisoners were forced to stay for more than three years, working

on farms and other businesses in the area and enduring extreme temperatures and storms. The barracks provided were uncomfortable and gave little shelter from the weather.

Japanese Americans in the camps were taken from their comfortable homes, forced to give up their businesses, and put their lives on hold. Their money, homes, cars, and other items of value were taken by the government, many of which were never returned. They lost their freedom, were looked down upon by other Americans, and were forced to abandon their property.

Internment camps violated the rights of American citizens and further divided the country. Americans were wary of Japanese before the camps were opened. After the camps began, many discriminated against them and assumed that anyone of Japanese descent was the enemy. Most of those forced into camps were innocent of any wrongdoing. None of them went to trial or had the opportunity to prove they were innocent before being locked into the camps.

When the war ended, camps were closed and surviving prisoners were released. However, many Japanese Americans still faced racism, prejudice, and distrust from others in America. Though their freedom was restored, prisoners of the camps rarely were able to recover their homes, businesses, and other property. Many of them simply had to start again. Years later, the U.S. government issued an apology to those placed into camps and gave a payment of \$20,000 to each prisoner. However, this did not change the effect imprisonment had on the lives of those who suffered through it.

**Watch this [video](#) of an interview with a man who was in an internment camp when he was a child. Discuss with an adult how that must've felt, what rights he and his family lost, and how this kind of discrimination was wrong. If possible, complete page 62 of the *Utah: Know Your State* workbook and take a field trip to the Topaz Camp Museum.**

### **Lesson 82: Utah Becomes More Diverse<sup>1</sup>**

Though WWI and WWII were global conflicts, they were not the only wars that the United States participated in. The Korean War, Vietnam War, Gulf War, and the War in Iraq are other major conflicts that America has entered into since WWII. These wars required soldiers from around the country, including Utah. Many soldiers trained at Utah military bases. Some of these wars were very controversial and many Americans protested, or spoke out against, them.

Utah grew throughout this time, becoming more and more diverse as people from around the world settled in the area. Hispanic-Americans (people with ancestors from Spain or South America) made up the majority of immigrants to Utah. Additionally, several people immigrated to Utah after WWII and are still coming today. People from around the world are drawn to Utah's rich natural resources, religious background, and healthy economy.

However, immigrants of the past and present have not always been accepted in Utah. Racism and prejudice still sometimes persist against people of other races. Additionally, much of Utah's culture is still controlled by the Mormon church, allowing for

discrimination in some aspects of life. African-Americans, LGBTQ+, and non-Mormons, especially, face challenges as Utah continues to struggle with fully accepting the idea of religious freedom. Progress is slowly being made, however, and many laws have been passed to protect the rights of minorities, both by state and federal lawmakers.

**Write a paragraph about Utah's diversity as you've seen it in your own life. Discuss why diversity can make a place and a people stronger. Then, discuss ways you can work to be more friendly and accepting of those who you may not look like, agree with, or know very well. With an adult, learn about one of the minority groups in Utah and discuss their beliefs, culture, and ideas. Point out areas you have in common.**

### **Lesson 83: Civil Rights Movement**<sup>1, 36</sup>

As America grew and technology advanced, people from around the world began to travel, and sometimes settle, in new places. This mixture of people gave Americans the chance to learn from each other, adopt aspects of different cultures, and grow stronger through new ideas. The Bill of Rights protected each American's ability to believe, worship, and live as they wanted as long as they didn't interfere with the rights of others.

However, after WWII, some groups of people in America still did not have equal rights under the law. Though African-American soldiers had fought alongside white soldiers in the war, they returned home to segregation and racism. Black people were not allowed to use the same

bathrooms, attend the same events, or even swim in the same pool as white people. Many businesses and stores refused to serve black people, treating them as second-class citizens, rather than equals. Schools, neighborhoods, and even buses were segregated, meaning black people and white people had to use separate buildings, live in separate houses, and sit in separate seats. Though the government stated that these separations created two equal groups, much of what black Americans had was lesser than what white Americans had.

After WWII, in Utah and around the country, a movement began to fight against the inequality between white and black Americans. The Civil Rights movement included protests, peaceful acts of resistance, and even riots. Leaders like Rosa Parks, Martin Luther King, Jr., and Daisy Bates spoke out and worked to end laws which created a separation between the races. Many of the heroes of the Civil Rights movement suffered violence, threats, and even death to protect their rights and the rights of others.

Eventually, laws were changed and segregation ended. Schools, businesses, and places of recreation began to include a mixture of different races in America. However, the end of the laws did not put a stop to racism, or the belief that one race is better than another. Many black Americans still faced discrimination and, in some places, still do today.

The Civil Rights Movement began in the 1950's, less than 100 years ago. America has made great strides in promoting equality and rights for everyone since then.

Utah, unfortunately, lagged behind the advances in many other areas for equal rights. The fundamental Mormon belief that black people were cursed by God was built into their doctrine and many people had a hard time accepting what they saw as lesser laws of men. Laws in Utah allowed for discrimination against blacks in work, housing, and businesses. They prohibited people of two different races from marrying. The Mormon church refused to allow black members to hold the priesthood, a leadership power believed to be from God, or enter into the church's highest covenants. The Mormon prophet spoke out against the Civil Rights movement and many in Utah followed this advice.

In 1978, however, the church overturned its policy prohibiting black members from certain offices and privileges. It began to encourage desegregation and equality between races, though it would take time for this to become the accepted policy.

Laws were passed in Utah to reflect the changing laws of the nation. Though Utah did not legally segregate schools, many were separated by economic status, meaning that schools usually had a majority of students from one race. As laws about housing, businesses, and legal matters changed, school boundaries were redesigned to allow for a better mixture of different people in each school.

During the Civil Rights movement, black Americans and other minorities fought for their rights granted under the U.S. Constitution. They stood together and protected each other, creating change that benefited all Americans. Though it took time and the work of these great leaders is

not yet complete, America has made great strides in equality since then.

**Watch this [video](#) about segregation and discuss how it may have felt for children growing up during this time. Then, complete the activity on pages 64-65 of *Utah: Know Your State***

### **Lesson 84: The Olympics in Salt Lake City<sup>1</sup>**

Since the Civil Rights Movement, many other events have affected Utah. Some, like the attacks of September 11<sup>th</sup> and several wars, have been far away but created change in how Utahans see the world or interact with others.

Other events have brought new technologies (e.g. internet), larger cities, more efficient agricultural growth, new laws, and more diversity to the area. Utah is very different now than it was in the past. However, many industries such as mining, farming, and tourism still thrive in Utah's economy.

One of the largest recent events to occur in Utah was the Winter Olympic Games of 2002. These games, played every four years are based off of completions ancient Greeks held between neighboring cities. Here, athletes would come together to determine who was the strongest, fastest, or the best at certain games and activities. As the world became more connected, these games began to include countries from around the world.

In 2002, Utah hosted the winter games. Utah's snowy and cold winters provided the perfect atmosphere for the games and the state welcomed visitors from around the world.

Utah has become known throughout the world for its beautiful landscapes and its recreational activities. Additionally, it is well-known for its Mormon roots and as the headquarters for the Mormon church. These factors bring several tourists to Utah, creating revenue (money) for the state.

**Today, take the time to learn about one Olympic completion and practice this sport, trying to improve your skills.**

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# Unit 9: Utah's Economy

**Standards Taught: SS.2.2, SS.2.2.b, SS.2.3,  
SS.2.3.a, SS.2.3.b, SS.2.3.c, SS.2.3, SS.2.3.e,  
SS.2.3.f**

**Unit Project: Start your own small business and try to raise enough money to purchase something you want or donate to a charity of your choice. This could be selling lemonade, picking fruit and selling it, creating a craft and selling it, providing a service such as mowing lawns or spring cleanup, or an online business. Ask and adult to help you adhere to all local laws and regulations.**

## Lesson 85: Needs and Wants<sup>1</sup>

An economy is made up of goods and services which are produced, sold, and used by a variety of people. There are several different types of economies. However, each economy addresses two things: needs and wants.

Needs are things that **consumers** (the people who buy things) must have to live a healthy life. Food, shelter, clothing, and water are all needs. At times, medical care, medicines, education, and other things may also be needs.

Wants are things that consumers would like to have, but will not suffer harm without them. Things like toys, artwork, decorations, and extra treats are wants.

In an economy, people pay or trade with others for the goods (items) or services (work performed) they need or want. The people who make the items or do the services are called producers. Producers may be farmers who grow food, artists who paint and sculpt, or engineers who create parts for machines. They may also be people who clean your home, doctors who provide check-ups, or teachers who help students learn. Consumers then buy products and/or services from producers. Consumers are the ones who use the products or benefit from the services.

**On a blank paper, make a list of 20 things you regularly buy in your family. Include goods and services. Then, sort these into two categories: needs vs. wants.**

## Lesson 86: Trade and Barter to Currency<sup>1</sup>

The production, sale, and use of goods or services is known as the economy. The economy helps people get what they need and want from people who have or make those products. It is a form of trade.

There are several different types of economies. In the United States we have a capitalistic economy. In this type of economy, **producers** own their companies and work to make a profit, or more money than they started with. Business owners work hard to run their companies the way they want to, sell their products and services for a price they choose, and create the things they want to create. Someone who is great at flower arrangements may start a flower shop. Someone else who loves to read may open a bookstore or choose to offer services as a tutor to others who are still learning.

Consumers then have a choice in what they will buy, which business they will buy from, and how much they will pay. If a consumer needs a certain item, they search for someone who provides it. Then, the producer and consumer work out a price that they both agree upon and trade.

In the past, much of the economy ran on bartering. Bartering is two parties trading items for something they need or want. If I grow peaches, for example, and I need onions, I could barter with another farmer and trade a certain amount of peaches for a certain amount of onions. In this example, the other farmer gets something he needs: peaches, while I get something I need: onions. Barter was a common way of

trading goods and services until the creation of currency.

Currency, or money, is created by governments. This money, either paper or coin, is assigned a certain value. Ideally, currency is backed by a precious metal, which gives it value. Otherwise, currency only has value as long as society agrees it does. If people decide as a group their currency is worthless, it loses all value.

Currency is often earned by producers through the sale of goods or services. Rather than trading items, as in bartering, consumers trade currency for the things they need or want. Currency is what you use to buy groceries. If you go to the store and purchase bananas, the bananas have a certain price set for them by the producer, the store. You trade this amount of money in order to own the bananas. Once the trade is complete, the store owns the currency and you own the bananas.

In order to gain currency, you need to provide a good or service of your own. In your family, the adults likely provide labor or goods to others in exchange for currency, or money. They work for a producer, who pays them, or they sell goods or a service, which they trade for money. This money, in turn, can be used to purchase needs and wants for your family. This cycle of currency trading is known as the economy.

Utah's economy has seen several changes throughout its history. When the Native Americans were the only ones living in the area, much of the economy ran on trade and barter. Native tribes worked together to gather and hunt the things they needed. They traded with each other as needed and

shared with the group. They did not get paid in currency for their work, but with other goods or services.

When explorers and mountain men entered the area, this trade and bartering system extended to them as well. Natives traded animal skins, help with hunting, and food for modern things the newcomers had, such as guns, clothing, and tools. Mountain men then traded animal pelts for their own supplies at rendezvous. Companies took those pelts to factories where they were made into clothing and accessories. Then, they sold them for currency to people in Europe.

As Mormon settlers came to Utah, the economy changed drastically. Mormons believed in the Law of Consecration. They began to claim ownership of the land and what it produced. The church owned each piece of land and then allowed it to be used by members. The things the members produced were used within the community or traded to others.

As more settlers came, especially during the gold rush, Utah began to adopt currency into its trading system. Gold, silver, and printed money were used in trades. Over time, this changed into the current economic system we have today.

**Ask a parent what you can do to trade or barter something you have for something you want. This may be a toy trade with a sibling, an extra chore to earn money to purchase a treat, or a traded chore for a day.**

## Lesson 87: Labor for Wages<sup>1</sup>

Many times, business owners cannot complete the work they need to on their own. At other times, business owners want to expand how much they can produce and need help. This means that most businesses have employees, or people who work for them.

In exchange for the work they do, employees are paid a wage or salary. They may get paid based on how many hours they work each day, how many products or services they complete, or how many things they sell. Employees may also get paid an agreed-upon amount each year. The amount a person is paid depends on their training, experience, and how well they work. Those with better training, more experience, and a good work ethic are usually paid more. Employees trade work for currency, or money. They then use this to purchase their needs and wants from others.

**Ask a parent what they do each day to earn money for your family and what types of things they trade that money for. Discuss why they choose to work so hard and how they learned the skills needed to provide the service or good they do. Then, make a list of ways you might someday want to earn money to trade for your own needs and wants.**

## Lesson 88: Making a Profit and Setting a Price<sup>1</sup>

Business owners make money from the products or services that employees complete. Some of this money is used to pay employees and pay for supplies. The

extra money left over is called a profit. This profit belongs to the business owner and can be used to purchase needs and wants of the business or the owner him/herself.

The amount of profit a business owner makes on each product or service sold depends upon his/her expenses and price. Expenses are the things the business owner must pay for in order to provide a good or service. Wages, supplies, utilities, rent for buildings, shipping, and marketing are all expenses. A good business owner knows how much these things cost for each good or service provided.

The price a business can sell goods or products for depends on several factors. First, the business should sell products for a price higher than their expenses for that item to make a profit. However, prices also depend upon what customers want, how much customers will pay, and how many other businesses are selling the same items or services.

Customers have some control over the prices a business can charge. If a business sets its prices too high, customers will not buy the product. They may find another business that offers the product at a lower price or they may simply decide that item or service is not needed.

If no one wants the product or good being offered, the price will be very low. This is known as low **demand**. If an item is very popular, the price will be set higher because customers will be willing to pay more to get the item. This is high demand.

Additionally, if a business is the only one offering a specific item in demand, they will

be able to charge more for it. This is because there are fewer products or services to go around. However, if there are several businesses selling the item and there is a large **supply**, the price will fall. **Supply and demand** can affect the price of an item greatly.

Finally, businesses sometimes need to change prices based on competition. If there are two stores in town selling the same product, most consumers will visit the store with the lower price. The store with a higher price may need to lower it in order to make more sells.

**Visit two stores and price out the following items at each store. Then, decide where you would buy each item and explain why you chose that store.**

Item	Store 1	Store 2
Toilet Paper		
Water bottle		
Hershey Bar		
Shampoo		
1 lb. chicken breast		

### Lesson 89: Utah's Economy Now<sup>1</sup>

Though Utah's economy has changed over time, it is now classified as a free market. However, with labor laws, unions, taxes, and fees, there is some government control over who can run a business and how it must be ran. For example, a restaurant must pay for several licenses, pass several inspections, and follow certain rules in order to employ people, prepare food, and serve it to others.

Today, Utah's economy thrives in several different industries. Some of the most prevalent ones are mining, salt production, agriculture, tourism, and technology development. Many people in Utah also work for the government, providing services that our communities support with tax funds.

Businesses, however, impact the lives of those around them more than simply by providing jobs. Businesses may affect the environment (e.g. mining and the movement of soil or data centers and the use of water), the services available in certain areas (e.g. building power plants for electricity), and the lifestyle (e.g. home development in rural areas that cover fields). When a new business is developed or expanded, considerations should be made in regard to these aspects.

Technology also affects how businesses are run. New tools and methods make work safer, more efficient, and less troublesome than in the past. Technology also allows Utah to import and export goods around the world. Coal mined in Utah may be sold to areas across the U.S. or even to different countries. Items produced in China may be shipped to Utah for use here. These goods are traded for currency, which help the local economy continue to grow. This international trade is known as **globalization**.

**With an adult, choose a product that is in your home and track the origin of that product. Try to find out where it was made. Work to find an item that was made in another country as well as a Utah-made item in your home.**

## **Lesson 90: Factors of Production<sup>1</sup>**

In order for a healthy economy to exist in any area, four things must exist. Without these things it is difficult to create products or services that people will purchase and sell.

First, the area must have land. The land supplies natural resources such as water, fertile soil, lumber, stone, or natural gas. These resources are then used to produce goods and services needed. In an area with a thick forest, for example, products made of wood will be popular exports. If an area has fertile soil, food, cotton, livestock, and other materials can be grown and sold. Utah's land is rich in several natural resources, which fuel the economy. Agriculture, mining, manufacturing using the materials from these industries, and tourism are large parts of Utah's economy.

Next, the area needs labor, or people to work. Without work the resources available are left where they are. Nothing is changed into more useful goods and crops remain unplanted and unpicked. Labor comes from the desire of the population to work for a profit or income so that they might meet their own needs.

Additionally, an area needs capital goods, or things that already made and ready for use. A clothing manufacturer cannot make clothes unless the cotton, labor, and machines needed are present. The machines and supplies needed to run them are capital goods. Capital goods are often made by other companies, sometimes even in another part of the world.

Finally, an area needs entrepreneurs in order to make the economy work. An entrepreneur is a business owner. The business owner invests money, time, and his/her own work into organizing a business, making a product or service, marketing, and organizing a labor force. Without a business owner, who risks their own resources to begin the business, few goods or services would be produced.

**Visit a business in your area. Interview the business owner and discuss the resources they need, the amount of labor it takes to run the business, the capital goods they regularly use, and what kinds of sacrifices the business owner had to make to create a successful business. Record their answers on a blank paper, noting things that may be relevant to your own business idea.**

## **Lesson 91: Education, Immigration, and Communities**

Like mining towns, many areas have a specific economic focus based on the natural resources available. You cannot produce a seafood market unless there is an ample supply of food from the sea. Therefore, many seafood businesses are close to the ocean shore rather than further inland.

However, other factors may also impact the types of successful businesses in an area. One of these factors is education. Many jobs today require a college degree or training at a tech school. These certifications help business owners and laborers learn the techniques, methods, and information needed to make informed decisions and complete production of certain goods or services. For example, a doctor

who goes to medical school will probably provide better medical care than one who simply treated the basic needs of their family. Additionally, a chef who attended culinary school may better understand the chemistry of a dish, helping them to combine flavors in new ways that people enjoy. A proper education teaches the basic tools and techniques, helps you stay up to date on new technologies, and gives you the tools to solve problems within an industry. In many cases, an education allows business owners to move beyond what is currently offered and produce something new.

Additionally, a global market and technology that allows us to travel the world more quickly than ever before has created a mixture of different cultures in several areas around the globe. This is easily seen in businesses such as restaurants. In one town you may visit a restaurant that serves Indian cuisine, Mexican cuisine, Middle Eastern cuisine, and French cuisine. Some of these businesses may be run or owned by people who once lived in these areas and immigrated to a new place. Immigrants work in and own businesses in every industry throughout the U.S. Many times, they see the world differently as they were not raised with the American way of thinking. This allows immigrants to bring new ideas to a business. Though many face challenges, such as language barriers and financial burdens, their unique viewpoints allow business to thrive where others can not because they are able to solve problems in new ways. Additionally, globalization allows for people from around the world to come together and discuss their own cultures, ideas, and solutions. A business in Germany, for example, may be able to help one in Kansas, because they have a common

interest and have a different viewpoint of the problem.

**With an adult, discuss your business plan. Then, research what education many people within this industry have. Make a list of ways you might learn more about it now (e.g. reading articles, books, etc.) and things you may need to do in the future (e.g. take certain classes) in order to create a successful business in this industry.**

### **Lesson 92: Your Business**

Review the concepts you've learned in this unit. Then, work on the unit project keeping these ideas in your mind as you work. Record the successful aspects of your business as well as those that may need improvement on a blank paper or in your journal.

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